

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

<b>Subject(s)</b>	English Language Arts
<b>Unit of Study</b>	Unit #1 – The Making of a Good Story
<b>Pacing</b>	29 days (25 instructional days and 4 re-teach/enrichment days)

<b>Overarching Standards (OS)</b>
<p>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.</p> <p>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.</p> <p>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.</p> <p>CCR.8.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p>

<b>Priority and Supporting CCSS</b>
<p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>CCR.8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p><b>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.</b></p> <p><b>CCR.8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.</b></p> <p><b>CCR.8.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</b></p> <p><b>CCR.8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</b></p>

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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 discussion (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
<b>RL.3</b> <ul style="list-style-type: none"> <li>• How to analyze</li> <li>• Story Elements               <ul style="list-style-type: none"> <li>○ Plot</li> <li>○ Episodes</li> <li>○ Conflicts</li> <li>○ Character types (e.g, flat/round) and character roles (e.g., major/minor, protagonist/antagonist)</li> <li>○ Setting</li> <li>○ Mood</li> </ul> </li> <li>• Drama elements               <ul style="list-style-type: none"> <li>○ Acts</li> </ul> </li> </ul>	<b>RL.3</b> <b>IDENTIFY</b> (elements of a story and drama) <b>EXPLAIN</b> (how characters interact to develop the story/drama) <b>EXPLAIN</b> (changes in setting) <b>IDENTIFY</b> (various types of conflict) <b>ANALYZE</b> (how dialogue or incidents propel action) <b>ANALYZE</b> (how dialogue or incidents reveal character) <b>ANALYZE</b> (how dialogue or incidents provoke a decision)	          1 2 2 1 4 4 4

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<ul style="list-style-type: none"> <li>○ Scenes</li> <li>○ Dialogue</li> <li>• Character action, feelings, words, decisions</li> </ul> <p><b>RL.6</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how)</li> <li>• Point of view</li> <li>• Similarities and differences between narrator and character</li> <li>• Effects (e.g., dramatic irony, suspense, humor)</li> </ul> <p><b>W.3</b></p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Events and experiences</li> <li>• Effective techniques</li> <li>• Descriptive Details</li> <li>• Structured events</li> </ul> <p><b>W.3c</b></p> <ul style="list-style-type: none"> <li>• Transitions               <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Phrases</li> <li>○ Clauses</li> </ul> </li> <li>• Sequence</li> <li>• Shifts in time and setting</li> <li>• Relationships among experiences and events</li> <li>• Coherence (paragraph unity, sentence cohesion, parallelism)</li> </ul>	<p><b>RL.6</b></p> <p><b>DESCRIBE</b> (author's purpose for writing text) 1</p> <p><b>IDENTIFY</b> (different characters' points of views) 1</p> <p><b>ANALYZE</b>(how differences in the point of view of characters and audience or reader create effects) 4</p> <p><b>W.3</b></p> <p><b>WRITE</b> (to develop real or imagined experiences or events) 6</p> <p><b>USE</b> (effective technique) 3</p> <p><b>USE</b> (descriptive details) 3</p> <p><b>USE</b> (well-structured event sequence) 3</p> <p><b>W.3c</b></p> <p><b>USE</b> (transition words, phrases, and clauses) 3</p> <p><b>CONVEY</b> (sequence) 3</p> <p><b>SIGNAL</b> (shifts in time or setting) 3</p> <p><b>SHOW</b> (relationships among experiences and events) 4</p>	
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<p><b>W.3d</b></p> <ul style="list-style-type: none"> <li>• Precise words and phrases</li> <li>• Relevant descriptive details</li> <li>• Figurative language</li> <li>• Plot Development             <ul style="list-style-type: none"> <li>○ Action</li> <li>○ Experiences</li> <li>○ Events</li> </ul> </li> </ul> <p><b>SL.1c</b></p> <ul style="list-style-type: none"> <li>• questions that connect ideas</li> <li>• relevant evidence</li> <li>• relevant observations</li> <li>• relevant ideas</li> </ul> <p><b>L.1d</b></p> <ul style="list-style-type: none"> <li>• Inappropriate shifts in verb voice and mood</li> </ul> <p><b>L.4b</b></p> <ul style="list-style-type: none"> <li>• Greek or Latin affixes</li> <li>• Greek or Latin roots</li> </ul>	<p><b>W.3d</b>  <b>USE</b> (precise words and phrases) 3  <b>USE</b>(relevant descriptive details) 3  <b>USE</b> (sensory language to capture the action) 3,6  <b>CONVEY</b> (experiences) 3  <b>CONVEY</b> (events) 3</p> <p><b>SL.1c</b>  <b>POSE</b> (questions that connect ideas) 2, 4  <b>RESPOND</b> (with relevant evidence, observations, ideas) 5</p> <p><b>L.1d</b>  <b>RECOGNIZE</b> (inappropriate shifts in verb voice) 1  <b>RECOGNIZE</b> (inappropriate shifts in mood) 1  <b>CORRECT</b> (inappropriate shifts in verb voice) 3  <b>CORRECT</b> (inappropriate shifts in mood) 3</p> <p><b>L.4b</b>  <b>USE</b> (Greek or Latin affixes and roots as clues to the meaning of a word) 3</p>
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Essential Questions	Corresponding Big Ideas
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 in the experience or event?	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. Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.

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**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**

- Effects of setting and analysis of actions, aspects of characters, and decision making
- Purpose of point of view
- Well-structured narratives and precise word choice
- Correcting inappropriate shifts in verb voice and mood
- Greek and Latin affixes and roots

**Activities**

**Notes:**

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 *CROSSWALK Coach*, Lesson 25, pages 204-209 and *Common Core Coach*, Lesson 10, page 165 For Greek and Latin affixes.
3. The following lessons can be imbedded throughout the unit:
  - *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)
- Students will 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.
  - Review elements of fiction: flocabulary video (<http://flocabulary.com/fivethings/>), elements of fiction graphic organizer, and “Five Elements that go into a Great Short Story” information sheet. Review the different types of conflict.
  - Record content-based vocabulary on word maps to aid in future learning.
  - Model the elements of fiction using multi-level texts, including short fiction prose and drama.

**Teacher  
Notes**

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- Possible activities to practice identifying elements of fiction: independent completion of graphic organizers, plot comics, narrative story outline, and short story analysis worksheet.  
Possible Extension Activities:
  - Create an illustration of favorite short story setting by using descriptive details of setting from short stories. Compare/contrast setting with classmates' settings. Determine which setting your main character would impact your character in a positive or negative way and support with evidence.
  - View a gallery of settings and determine which setting is most/least appealing to them personally. Next, read scene/plot descriptions which further develop the settings; students will reconsider prior choices and justify any changes.
- Use of Cause and Effect organizers to analyze how dialogue or incidents provoke a decision.
- Review definitions of "protagonist," "antagonist," "flat character," "round character," "dynamic character," and "static characters" as well as the types of characterization.
- Model the interpretation of character/characterization types by using teacher-selected texts such as children's books, fairy/folk tales, or novel excerpts.
- Possible Extension Activities:
  - Practice interpretation of character/characterization types: "Open Mind" graphic organizer, Seed/SIP Discussions, character interview activity, "Character's Decisions and You" worksheet, character type bookmarks, "Tuning In to a Character's Personality" graphic organizer with added flat/round conclusion piece (Laura Robb Binder), "Why is that Character Changing?" graphic organizer with added dynamic/static conclusion piece, whole-class modeling of Scholastic Scrapbook Activity (<http://teacher.scholastic.com/activities/scrapbook/>)
  - Interpretation of character/characterization types: independent Scholastic Scrapbook Activity, character trading cards, compare/contrast/conclusion of protagonist and antagonist "Open-Mind" graphic organizers.
- 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.
  - Review different points of view; use model texts to demonstrate and discuss different points of view.
  - Rewrite short excerpt from short story in another point of view. Next, analyze reasoning behind author's choice of point of view.  
Possible Extension Activities:
    - Contact various published authors to determine reasoning behind choosing POV for independent reading novels.
    - Read excerpts from *The Book Thief*. 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 as informal talking points).

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- Read excerpts from *Twilight* 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 effects the reader’s experience and the story as a whole.  
([http://www.stepheniemeyer.com/pdf/midnightsun\\_partial\\_draft4.pdf](http://www.stepheniemeyer.com/pdf/midnightsun_partial_draft4.pdf))
- Read dramatic pieces, such as “Back There” by Rod Serling, 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.

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  
**Affix-** a group of letters added to the beginning or end of a word that changes the meaning of the word  
**Author’s purpose-** the reason(s) 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  
**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  
**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-** the order in which events occur  
**Evidence-** information that shows, proves, or gives reasons for making a judgment  
**Irony-** a literary technique that involves surprising, interesting, or amusing contradictions  
**Mood-** the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader  
**Narrative-** 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/perspective-** the position of the narrator in relation to the story derived from the author’s depiction of events and attitude towards the character

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- First person- narrator is telling the story and is a character in the story
- First person omniscient- narrator is character in story but also knows the thoughts and feelings of all other characters
- 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

**Sensory language-** words in a description that uses the five sense

**Sequence-** the order in which events or ideas are arranged

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

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

**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

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

Assessment	Performance Task
<p><b>Formal</b> -Process Pieces of Writing with Rubric -End of Unit Assessment</p> <p><b>Informal</b> -Quizzes -Rubrics -Journals -Teacher Observation -Conferencing -Peer Conferencing -Discussions/Conversations -Self Evaluations -Reading Record Log -Writing Samples</p>	TBD



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Unit 1 Reading and Writing**

**Instructional Strategies**

-CRISS Strategies

**See Appendix A for Additional Instructional Research Based and Differentiated Strategies**

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Student work -Language Arts Addendum</p> <p><b><u>Model Texts</u></b></p> <ul style="list-style-type: none"> <li>• *<i>The Book Thief</i> by Marckus Zusak (730L) *Extension</li> <li>• *<i>Twilight</i> by Stephanie Meyer (720L) *Extension</li> <li>• “The Lottery” by Shirley Jackson (690L)</li> <li>• “Priscilla and the Wimps” by Richard Peck (710L)</li> </ul> <p><b><u>Application Texts</u></b></p> <ul style="list-style-type: none"> <li>• “Possibility of Evil” by Shirley Jackson</li> <li>• “The Scarlett Ibis” by James Hurst (1060L)</li> <li>• “The Year of Silence” by Kevin Brockmeier (edited version)</li> <li>• “The Worst Night of Melanie’s Life”</li> <li>• “The Dinner Party”</li> <li>• “Three Skeleton Key”</li> <li>• “What’s the Worst that Could Happen?” by Bruce Coville (740L)</li> <li>• “Angel and Allie” by Ron Karteg</li> <li>• “Who’s Stolen Jason Greyson?” (740L)</li> <li>• “A Californian’s Tale” by Mark Twain (1040L)</li> <li>• “The Necklace” by Guy de Maupassant (1080L)</li> <li>• “The Pit and the Pendulum” by E.A. Poe (1250L)</li> <li>• “The Last Book in the Universe” by Rodman Philbrick (740L)</li> <li>• “Girl at the Window” by Richard Peck</li> <li>• “In Your Hat” by Ellen Conford (730L)</li> </ul>	<p><a href="http://www.ledyard.net/exchweb/bin/redirect.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962">http://www.ledyard.net/exchweb/bin/redirect.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962</a></p> <p><a href="http://www.lrobb.com">www.lrobb.com</a></p> <p><a href="http://www.users.muohio.edu/romanots/">www.users.muohio.edu/romanots/</a></p> <p><a href="http://teenink.com">http://teenink.com</a></p> <p><a href="http://www.stepheniemeyer.com/pdf/midnightsun_partial_draft4.pdf">http://www.stepheniemeyer.com/pdf/midnightsun_partial_draft4.pdf</a></p> <p><a href="http://teacher.scholastic.com/activities/scrapbook/">http://teacher.scholastic.com/activities/scrapbook/</a></p> <p><a href="http://flocabulary.com/fivethings/">http://flocabulary.com/fivethings/</a></p>

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- “Kate the Great” by Meg Cabot (740L)
- “Nobody Stole Jason Grayson” by Carolyn Mackler (740L)
- “The Gift of the Magi” by O. Henry (790L)
- “The Bet” by Anton Chekhov
- “The Town Where No One Got Off” by Ray Bradbury
- “The Dinner Party” by Mona Gardner
- “Escape” by Margarat Peterson Haddix (730L)
- “Dear Marsha” by Judie Angell
- “All Summer in a Day” by Ray Bradbury
- “The Treasure of Lemon Brown” by Walter Dean Myers
- “Liverwurst and Roses” by Ellen Conford (660L)
- “Seventh Grade” by Gary Soto
- “Noodle Soup for Nincompoops” by Ellen Wittlinger (740L)
- “The Last Dog” by Katherine Paterson (830L)

### **Additional**

- Selections from Scott Foresman Anthology
- *Phenomena, Calamities and Heroes* by Jamestown
- *Scope Magazine*
- *Literature and Thought Series* by Perfection
- *Time for Kids*

-Current News Articles

-*Crosswalk Coach* and *Common Core Coach*

-*Fundamentals of Grammar*

-*Write Source* Student Books

-Sitton Spelling Activities

-Daily Oral Language Plus

-*The Reader’s Handbook* student book

### **Teacher**

-Student Assessment Data

-Language Arts Addendum

-*CRISS Manual*

-*The Reader’s Handbook* Teacher Guide

-Grammar for Middle School by Don and Jenny Killgallon

-*Fundamentals of Grammar*

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| <ul style="list-style-type: none"><li>-Smart Writing: Practical Units for Teaching Middle School Writers by Laura Robb</li><li>-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb</li><li>-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann</li><li>-<i>Constructing Meaning</i> by Nancy Boyles</li><li>-<i>Teaching Reading in Middle School</i> by Laura Robb</li><li>-<i>Teaching Middle School Writers</i> by Laura Robb</li><li>-<i>Write Source</i> Teacher's Guide</li><li>-The Reader's Handbook Teacher's Guide</li><li>-<i>Sitton Spelling</i> Sourcebook</li><li>-Daily Language Workouts by Great Source</li><li>-Thinking Verbs List (Revised Bloom's)</li></ul> |  |
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<b>Interdisciplinary Connections</b>
-Collaboration with Social Studies and Science Teacher

Grade Eight English Language Arts  
Unit 2 Reading and Writing

<b>Subject(s)</b>	English Language Arts
<b>Unit of Study</b>	Unit #2 – What’s the Big Idea?
<b>Pacing</b>	19 Days

**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.

**Priority and Supporting CCSS**

**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.**

**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.**

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

**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.**

**CCR.8.L.5c DISTINGUISH among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).**

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

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

CCR.8.L.1b FORM and USE verbs in the active and passive voice.

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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
RL.2 <ul style="list-style-type: none"> <li>• How to summarize</li> <li>• How to analyze</li> <li>• Central/main idea</li> <li>• Details</li> <li>• Theme</li> <li>• Story elements</li> <li>• Characteristics of an effective summary (e.g., objective vs. subjective)</li> </ul>	<b>RL.2</b> <b>SUMMARIZE</b> (a text capturing the most important parts) <b>DETERMINE</b> (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) <b>PROVIDE</b> (an objective summary of the text)	2,3  2  5,6
RI.2 <ul style="list-style-type: none"> <li>• Central idea (underlying message)</li> <li>• Supporting details</li> <li>• Types of text structure (e.g., chronological order, classification, comparison, cause/effect)</li> <li>• Characteristics of an effective summary</li> <li>• How to summarize</li> </ul>	<b>RI.2</b> <b>SUMMARIZE</b> (main ideas objectively, capturing the most important parts) <b>DETERMINE</b> (a central idea of a text and analyze their development over the course of the text, including its relationship to supporting ideas) <b>PROVIDE</b> (an objective summary of the text)	2,3  2  5,6
W.2b <ul style="list-style-type: none"> <li>• Relevant/well-chosen facts</li> <li>• Definitions</li> <li>• Concrete details</li> </ul>	<b>W.2b</b> <b>DEVELOP</b> (the topic with relevant facts, well-chosen facts, definitions, concrete details, quotations, or other information and examples)	3

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<ul style="list-style-type: none"> <li>• Quotations</li> </ul>	<p><b>SL.2</b> <b>ANALYZE</b> (the purpose of information presented in diverse media and formats) <b>EVALUATE</b> (the motives behind its presentation)</p>	4
<p>SL.2</p> <ul style="list-style-type: none"> <li>• How to analyze</li> <li>• Diverse media and formats (e.g., visually, quantitatively, orally)</li> <li>• Motives (e.g., social, commercial, political)</li> </ul>		5
<p>L.5c</p> <ul style="list-style-type: none"> <li>• Connotative meanings (e.g., associations)</li> <li>• Denotative meanings (e.g., definitions)</li> </ul>	<p><b>L.5c</b> <b>DISTINGUISH</b> (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>)</p>	4

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. How do I develop effective summaries that are objective and include the central ideas?</li> <li>2. How do I develop effective summaries that are objective and capture the central idea of informational texts?</li> <li>3. What makes collaboration meaningful?</li> <li>4. How do I recognize the difference between denotative and connotative meanings?</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective readers use a variety of strategies to make sense of key ideas and details presented in texts.</li> <li>2. Authors of informational texts develop texts that have central ideas and are developed over the course of the text with supporting ideas.</li> <li>3. Collaboration is enhanced through a collaborative process of sharing and evaluating ideas.</li> <li>4. Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.</li> </ol>

Standardized Assessment Correlations (State, College and Career)
<p><b><u>Expectations for Learning (in development)</u></b> 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>

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Unit 2 Reading and Writing

Learning Activities	
<p><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"><li>• Determining themes/central ideas of text and analyzing its' development; writing an objective summary of literary texts and informational text</li><li>• Developing topic with evidence</li><li>• Analyzing information in diverse media and formats and evaluating motives behind its presentation</li><li>• Connotative and denotative meanings</li></ul> <p><b><u>Activities</u></b></p> <p>Notes:</p> <ol style="list-style-type: none"><li>1. 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.</li><li>2. The following lessons can be imbedded throughout the unit:<ul style="list-style-type: none"><li>➤ 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)</li></ul></li></ol> <ul style="list-style-type: none"><li>• 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.<ul style="list-style-type: none"><li>○ Record content-based vocabulary on word maps to aid in future learning.</li><li>○ Provide students will 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).<ul style="list-style-type: none"><li>▪ <i>What is the purpose of each of these excerpts?</i></li><li>▪ <i>What information is included within the excerpts?</i></li><li>▪ <i>What are other similarities and differences between the texts?</i></li><li>▪ <i>(After sorting, during discussion) Which type of summary seems more effective? Why?</i></li></ul></li><li>○ Discuss the similarities and differences between writing subjective and objective summaries and record on CRISS Compare and Contrast Chart (Blackline 15). Throughout remainder of 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:<ul style="list-style-type: none"><li>▪ <i>Who did what?</i></li><li>▪ <i>Where and how did the event(s) take place?</i></li></ul></li></ul></li></ul>	<p><b><u>Teacher Notes</u></b></p>

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- *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?*
  - *Is this event/action different from what happened in the past?*
  - Complete “Big Idea” activities for variety of fiction formats (i.e., Big Idea graphic organizer).
  - Throughout the unit and year, students will present book talks and evaluate the successfulness of the presenters’ subjective summaries in their journal.
    - *Was the summary subjective or objective?*
    - *Was the summary complete?*
    - *Based off of the summary, would you want to read the book? Support your response with evidence from the summary.*
  - Optional additional activities to help determine themes: Review “Analyzing a Story’s Theme” notes. Complete *CROSSWALK Coach*, Lesson 4, pages 40-45. After further practice, students should apply knowledge of theme to their independent novels by completing the reverse side activity on the “Analyzing a Story’s Theme” handout.
  - Students watch Pixar animated shorts and complete a modified version of the “Analyzing a Story’s Theme” handout.
- Student 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.
    - Students will complete verb mood worksheets via OWL Power Point, 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 non-fiction article using an article from *TIME Magazine* and a “Main Idea/ Supporting Details” Graphic Organizer.
    - Provide opportunities for students to determine main ideas using multiple *TIME for Kids*, *ACTION*, and *Junior Scholastic* 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 *TIME Magazine*. Students then complete sentence summaries using a variety of articles that use multiple structures (resource options for articles: Lesson 12 from *CROSSWALK Coach*, 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



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(possibly leading into a Humanitarian Group Presentation Assignment).

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**

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

**Central Idea/theme-** the underlying message

**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

**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

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

**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 *to*

**Interrogative mood-** a form of a verb used for asking questions by inflecting the main verb

**Formats-** the organization or arrangement of written work

**Inference-** a conclusion drawn from prior knowledge and evidence or clues

**Motive-** an emotion or need that causes a person to act in a certain way

**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 *-ing*, *-ed*, or *-en*

**Passive voice-** the voice of a verb whose subject receives an action

**Purpose-** the intended or desired result of a piece of written work or spoken material

**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

**Verbals-** a word derived from a verb but used as a noun, adjective or adverb

**Visual format-** information that can be viewed

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Assessment	Performance Task
<p><b><u>Formal</u></b>            -Rubric for Multi-Media Journal Response            -End of Unit Reading Assessment            -MAP</p> <p><b><u>Informal</u></b>            -Quizzes            -Journals            -Teacher Observation            -Teacher/Peer Conferencing            -Discussions/Conversations            -Self Evaluations            -Reading Record Log            -Writing Samples</p>	<p>-Multi-Media 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. After, students will read a newspaper article covering the same issue and will list the information provided in the newscast and will determine its main idea. Students will respond to both formats in their journal:</p> <ol style="list-style-type: none"> <li>1. <i>How can you summarize the information provided about <u>the topic</u>?</i></li> <li>2. <i>How is the information presented in format 1 different than the information presented in format 2?</i></li> <li>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></li> <li>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></li> </ol>

Instructional Strategies
<p>-CRISS Strategies</p> <p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b>            -Student work            -Language Arts Addendum</p> <p><b><u>Model Text</u></b></p> <ul style="list-style-type: none"> <li>• <i>TIME Magazine</i> articles</li> </ul> <p><b><u>Application Texts</u></b></p>	<p><a href="http://www.ledyard.net/exchweb/bin/redir.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962">http://www.ledyard.net/exchweb/bin/redir.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962</a></p> <p><a href="http://www.lrobb.com">www.lrobb.com</a></p> <p><a href="http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/#">http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/#</a></p>

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- “Novio Boy” by Gary Soto
- Norman Rockwell paintings
- Various newsclips
- *TIME for Kids*
- *Junior Scholastic*
- *ACTION*

**Additional**

- Selections from Scott Foresman Anthology
- Phenomena, Calamities and Heroes* by Jamestown
- Scope Magazine
- 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
- Language Arts Addendum
- CRISS* 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

[www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/](http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/)

[owl.tulsacc.edu/PPT/shifts%20in%20mood.ppsx](http://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>

[www.newsela.com](http://www.newsela.com)

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<ul style="list-style-type: none"><li>-<i>Teaching Middle School Writers</i> by Laura Robb</li><li>-<i>Write Source</i> Teacher's Guide</li><li>-<i>Sitton Spelling</i> Sourcebook</li><li>-Daily Language Workouts by Great Source</li><li>-Thinking Verbs List (Revised Bloom's)</li></ul>	
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<b>Interdisciplinary Connections</b>

Grade Eight English Language Arts  
Unit 3 Reading and Writing

<b>Subject(s)</b>	English Language Arts
<b>Unit of Study</b>	Unit #3 – Finding the Evidence
<b>Pacing</b>	24 days (20 instructional days and 4 re-teach/enrichment days)

<b>Overarching Standards (OS)</b>
<p><b>Reading Standards for Literature</b> 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.</p> <p><b>Reading Standards for Informational Text</b> 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.</p> <p><b>Writing Standards</b> 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.</p> <p><b>Speaking and Listening</b> CCR.8.SL.6 ADAPT speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language Standards</b> 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.</p>

<b>Priority and Supporting CCSS</b>
<p><b>CCR.8.RI.6 DETERMINE</b> an author’s point of view or purpose in a text and <b>ANALYZE</b> how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>CCR.8.RI.8 DELINEATE</b> and <b>EVALUATE</b> the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <b>RECOGNIZE</b> when irrelevant evidence is introduced.</p> <p><b>CCR.8.W.1b SUPPORT</b> claim(s) with logical reasoning and relevant evidence, <b>USING</b> accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>CCR.8.W.1c USE</b> words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>CCR.8.W.1e PROVIDE</b> a concluding statement or section that follows from and supports the argument presented.</p> <p><b>CCR.8.SL.3 DELINEATE</b> a speaker’s argument and specific claims, <b>EVALUATING</b> the soundness of the reasoning and</p>

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**relevance and sufficiency of the evidence and IDENTIFYING when irrelevant evidence is introduced.**

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

CCR.8.RL.3 DESCRIBE how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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.3a ENGAGE and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCR.8.W.3c USE a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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

CCR.8.W.3e PROVIDE a conclusion that follows from 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.

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 studied required material; 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.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.1b USE intensive pronouns (e.g., *myself*, *ourselves*).

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.

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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"> <li>• How to analyze</li> <li>• Author's Purpose for writing text</li> <li>• Point of View (e.g., first person, third person, limited, omniscient)</li> <li>• Author's attitude/bias</li> <li>• Conflicting evidence or viewpoints</li> <li>• Responses to opposing viewpoints</li> </ul>	<b>RI.6</b> <b>IDENTIFY</b> (author's position in a text) <b>DETERMINE</b> (an author's point of view or purpose in a text) <b>ANALYZE</b> (how the author acknowledges and responds to conflicting evidence or viewpoints)	 1 4 4
RI.8 <ul style="list-style-type: none"> <li>• How to trace an author's argument</li> <li>• How to evaluate an author's argument and claims</li> <li>• Relevant vs. irrelevant details</li> <li>• Relevant evidence</li> <li>• Sound/logical/justified reasoning</li> <li>• Arguments</li> <li>• Valid vs. invalid claims</li> <li>• Persuasive techniques (e.g., emotional words, testimonial, repetition, propaganda)</li> </ul>	<b>RI.8</b> <b>DIFFERENTIATE</b> (between claims which are supported by evidence and those that are not) <b>IDENTIFY</b> (sound reasoning) <b>DELINEATE</b> (the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient) <b>EVALUATE</b> (the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient) <b>RECOGNIZE</b> (when irrelevant evidence is introduced)	 4 1 4,5 5 1,4
W.1b <ul style="list-style-type: none"> <li>• How to persuade/argue</li> <li>• Difference between relevant and irrelevant information</li> <li>• Reason(s) (e.g., position, claims/counterclaims, support, debatable issue as opposed to single-sided issue or report topic)</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Credible sources</li> <li>• How to accurately cite sources</li> </ul>	<b>W.1b</b> <b>SUPPORT</b> (claim(s) with logical reasoning and relevant evidence) <b>USE</b> (accurate, credible sources and demonstrate an understanding of the topic or text)	 5 3
W.1c <ul style="list-style-type: none"> <li>• Reasoned and logical argument/case</li> <li>• Cohesive and transitional words, phrases and</li> </ul>	<b>W.1c</b> <b>USE</b> (words, phrases, and clauses to create cohesion and clarify the relationships among	 3

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<p>clauses</p> <ul style="list-style-type: none"> <li>Strategies for dealing with the opposing viewpoint (e.g., rebuttal, concession, acknowledgement)</li> <li>Effective persuasive and propaganda techniques (e.g., testimonial; avoiding name calling, exaggeration, and faulty statements)</li> </ul> <p>W.1e</p> <ul style="list-style-type: none"> <li>Effective conclusion (e.g., one that provides next step)</li> </ul> <p>SL.3</p> <ul style="list-style-type: none"> <li>How to delineate</li> <li>Claims</li> <li>How to evaluate</li> <li>Sufficient reasoning and relevance of evidence</li> </ul> <p>L.1a</p> <ul style="list-style-type: none"> <li>Verbals (e.g., gerunds, participles, infinitives)</li> </ul>	<p>claim(s), counterclaims, reasons, and evidence)</p> <p><b>W.1e</b> <b>PROVIDE</b> (a concluding statement or section that follows from and supports the argument presented)</p> <p><b>SL.3</b> <b>DELINEATE</b> (a speaker’s argument and specific claims) <b>EVALUATE</b> (the soundness of the reasoning and relevance and sufficiency of the evidence) <b>IDENTIFY</b> (when irrelevant evidence is introduced)</p> <p><b>L.1a</b> <b>EXPLAIN</b> (the function of verbals in general and their function in particular sentences)</p>	<p>2,6</p> <p>4,5</p> <p>5</p> <p>1</p> <p>2</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>What strategies do I use to analyze the text to help me understand the difference between the author’s viewpoint, position or attitude and that of others?</li> <li>How do I evaluate the reasons and evidence that authors use to support their arguments and specific claims?</li> <li>How do I build a reasoned and logical case to support a clear position.</li> </ol>	<ol style="list-style-type: none"> <li>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.</li> <li>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</li> <li>Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.</li> </ol>



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Unit 3 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** (Informational Texts/Articles)

- Determining author’s point of view; analyzing how the author acknowledges and responds to conflicting evidence or viewpoints
- Delineating/Evaluating arguments and specific claims
- Assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Writing an argument with reasoning and evidence including a strong conclusion
- Using accurate, credible sources
- Evaluating a speaker’s argument (Speaking and Listening)

**Activities**

**Notes:**

1. Grammar mini-lessons can be incorporated throughout the unit with a focus on explaining the purpose of verbals (gerunds, participles, infinitives), *CROSSWALK Coach*, 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.
- Student 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. **NOTE:** The 8<sup>th</sup> grade thesis paper will address the standards within this unit.
    - Introduce students to author’s POV & conflicting viewpoints using *CROSSWALK Coach*, Lesson 10, Pages 90-95.
    - Model a close-reading of the first two paragraphs of Martin Luther King Jr.’s “I Have a Dream,” and the first two paragraphs of “The Ballot or the Bullet” by Malcom X (*Juxtapositions*). During the close-reading, an emphasis should be placed on point of view, connotative meaning, and the choices the authors made in order to support their ideas.

**Teacher Notes**

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- Provide a variety of articles on a controversial topic. Students will compare the points of view, methods of support, and conflicting evidence of the articles.
  - *How does each article support the thesis presented?*
  - *Does the author acknowledge the claims of others?*
  - *How does the author show his/her opposition of the claims of others?*
  - *How does the author's choice of POV influence the argument as a whole?*
- Read a variety of texts related to their thesis paper and evaluate their usefulness by determining POV, bias/attitude/ multiple viewpoints.
- Students will 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.
  - 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:
    - *Where did the article come from? (What is its source?)*
    - *Does the author/ organization seem to be biased? How do you know?*
    - *What is the main idea of the article? Provide three details to support your opinion.*
    - *Does the source seem knowledgeable about the topic? How do you know?*
  - 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.
  - Teacher will model a close-reading of a challenge-text written by a well-known humanitarian. The close-reading should focus on highlighting the values and characteristics of the author as shown through the text.
  - The teacher will then do a read-aloud of the humanitarian's biography. As a whole class, students will determine links between the biography and the original text and will discuss:
    - *What are the important events in the humanitarian's life? In which ways have the biographical events impacted his/her life?*
    - *What is the author's purpose for writing this text? Has the author's life impacted the text's purpose? What are the connections between the author's life and the literary work?*
    - *How is the style/purpose of this text different than texts you have read in the past?*
    - *Is there information or a viewpoint that the author seems to have excluded from their literary work? Why do you think they made this decision?*

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- *Is there any “loaded language” that the author chose to include in the work? How does the author’s use of the language impact the work’s tone? Given your knowledge of the author’s life, why would the author choose to use this language/tone?*
- Students will choose a work of literature or a speech composed by a well-accepted humanitarian. The student will then read biographical excerpts/articles on the author and select salient biographical facts that have impacted the humanitarian’s writings. Students will then participate in a Think-Pair-Share with a student that has read about a different humanitarian.
- 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 then research a humanitarian cause/individual that attempts to counteract their chosen conflict. Students will read a variety of articles on the humanitarian cause, choosing 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 argument presented.
  - 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](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.
  - Provide students with a handout of advertising examples that use different persuasive techniques (e.g., emotional words, testimonial, repetition, propaganda, arrangement of argument).
  - Students apply their understanding of texts, and relevant information as well as the skills of paraphrasing, direct quotes, and summarizing by completing note cards that support the thesis statement of their paper.
  - Students use their knowledge of relevant/ irrelevant information by writing a thesis paper that will include:
    - 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.

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- 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**

**Alternate claim-** an optional or additional statement of fact  
**Analyze-** to separate into parts in order to determine what something is or how something works  
**Argument-** a statement of the major point of a written piece  
**Citation-** the acknowledgement of ideas found in outside sources  
**Claim-** a statement or assertion presented as a fact  
**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  
**Credible source-** a source that is worthy of confidence or belief  
**Digital source-** an electronic reference used to gather or produce information  
**Evidence-** information that shows, proves, or gives reasons for making a judgment  
**Historical novel/account-** a written work containing text based on history  
**Issue-** a subject being discussed or disputed  
**Opposing claim-** a statement or assertion of fact that contends against or offers resistance to the original claim  
**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  
**Pronoun-** a word that takes place of a noun  
**Source-** a person, place or thing that provides information  
**Textual evidence-** words from the text that show, prove or give reasons for making a judgment

Assessment	Performance Task
<b>Formal</b> -Thesis Paper -Rubrics for Humanitarian Conflict Paper and Multimedia	<ul style="list-style-type: none"> <li>• Students will compose a writing piece that informs their audience about the humanitarian conflict, and then presents a humanitarian organization or individual who is attempting to alleviate that conflict by using relevant facts and other researched-based elaboration that supports their topic. Possible small</li> </ul>

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<p>-End of Unit Reading Assessment - MAP</p> <p><b>Informal</b> -Rubrics -Journals -Teacher Observation -Conferencing -Peer Conferencing/Editing -Student Self-Reflections</p>	<p>group discussion prompts:</p> <ul style="list-style-type: none"> <li>➤ <i>How do we evaluate the relevancy of information within an article?</i></li> <li>➤ <i>What skills should we use to determine that relevancy?</i></li> </ul> <ul style="list-style-type: none"> <li>• 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:             <ul style="list-style-type: none"> <li>➤ <i>What is the current state of the conflict?</i></li> <li>➤ <i>Where is the humanitarian cause now in the process of alleviating the conflict?</i></li> <li>➤ <i>What are the next steps? OR</i></li> <li>➤ <i>(for historical conflicts) Which effects have the conflict and humanitarian still have on society today?</i></li> </ul> </li> <li>• Students will adapt their paper into a multi-media 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></li> </ul> <p>Students present their Humanitarian Conflict/Solution 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. (SL.4)</p>
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Instructional Strategies	
CRISS Strategies	
See Appendix A for Additional Instructional Research Based and Differentiated Strategies	

Resources	Technology Resources
<p><b>Instructional</b> -Student work -Language Arts Addendum</p> <p><b>Model Text</b></p> <ul style="list-style-type: none"> <li>• <i>Juxtaposition</i> by William Versterman</li> </ul> <p><b>Application Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Time for Kids</i></li> <li>• <i>Junior Scholastic</i></li> <li>• <i>ACTION</i></li> </ul> <p><b>Additional</b></p> <ul style="list-style-type: none"> <li>• <i>Scope Magazine</i></li> </ul>	<p><a href="http://www.ledyard.net/exchweb/bin/redir.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962">http://www.ledyard.net/exchweb/bin/redir.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962</a></p> <p><a href="http://www.lrobb.com">www.lrobb.com</a></p> <p><a href="http://OWL.English.Purdue.edu/OWL/Resource">www.http://OWL.English.Purdue.edu/OWL/Resource</a></p> <p><a href="http://www.iconn.org">www.iconn.org</a> Proquest Easybib.com</p>

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<ul style="list-style-type: none"><li>• <i>Literature and Thought Series</i> by Perfection</li></ul> <ul style="list-style-type: none"><li>-Current News Articles</li><li>-<i>Crosswalk Coach</i> and <i>Common Core Coach</i></li><li>-<i>Fundamentals of Grammar</i></li><li>-<i>Write Source</i> Student Books</li><li>-Sitton Spelling Activities</li><li>-Daily Oral Language Plus</li><li>-<i>The Reader's Handbook</i> by Great Source</li></ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"><li>-Student Assessment Data</li><li>-Language Arts Addendum</li><li>-<i>CR/SS</i> Manual</li><li>-<i>The Reader's Handbook</i> Teacher Guide</li><li>-Grammar for Middle School by Don and Jenny Killgallon</li><li>-Fundamentals of Grammar</li><li>-<i>Smart Writing: Practical Units for Teaching Middle School Writers</i> by Laura Robb</li><li>-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb</li><li>-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann</li><li>-<i>Plagiarism</i> by Barry Gilmore</li><li>-<i>Constructing Meaning</i> by Nancy Boyles</li><li>-<i>Teaching Reading in Middle School</i> by Laura Robb</li><li>-<i>Teaching Middle School Writers</i> by Laura Robb</li><li>-<i>Write Source</i> Teacher's Guide</li><li>-<i>Sitton Spelling</i> Sourcebook</li><li>-Daily Language Workouts by Great Source</li><li>-Thinking Verbs List (Revised Bloom's)</li></ul>	
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Interdisciplinary Connections	

## Grade Eight English Language Arts Unit 4 Reading and Writing

<b>Subject(s)</b>	English Language Arts
<b>Unit of Study</b>	Unit #4 – Analyzing Craft and Structure
<b>Pacing</b>	23 days and 4 re-teach (27)

### 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.

### 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.4 DETERMINE the meaning of words and phrases as they are used in a text, including figurative, connotative, and

## Grade Eight English Language Arts Unit 4 Reading and Writing

technical meanings; **ANALYZE** the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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.W.3c **USE** a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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 <ul style="list-style-type: none"> <li>• Literal/denotative meanings</li> <li>• Connotative meanings</li> <li>• Genre specific terms (e.g., line, verse, stanza, refrain, scene, act, chapter, section)</li> <li>• Figurative meanings (e.g., simile, metaphor, personification, hyperbole, analogies, idiom)</li> <li>• Literary devices (e.g., alliteration, repetition, rhyme, dialogue, allusions)</li> <li>• Mood</li> <li>• Tone</li> </ul>	<b>RL.4</b> <b>EXPLAIN</b> (how figurative language and literary devices enhance and extend meaning) <b>EXPLAIN</b> (how authors use language choices to create mood and tone) <b>DETERMINE</b> (the meaning of words and phrases as they are used in a text) <b>ANALYZE</b> (the impact of specific word choices on meaning and tone, including analogies or allusions to other texts)	 2 2 2 4
RI.3 <ul style="list-style-type: none"> <li>• Strategies for informational texts (e.g., presentation of ideas, illustration,</li> </ul>	<b>RI.3</b> <b>DIFFERENTIATE</b> (between specific details and key ideas, individuals and events)	4



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<p>anecdotes)</p> <ul style="list-style-type: none"> <li>• Connections and interactions (e.g., one piece of text “explains” another or “influences” another)</li> <li>• Patterns of organization (e.g., comparisons, analogies, categories, chronological order, definition, problem/solution, cause/effect)</li> <li>• Signal words that facilitate analysis</li> </ul>	<p><b>DESCRIBE</b> (the connections among/distinctions between individuals, ideas and events)</p> <p><b>ANALYZE</b> (how a text makes connections among and distinctions between individuals, events and ideas)</p>	<p style="text-align: right;">1</p> <p style="text-align: right;">4</p>
<p>W.3c</p> <ul style="list-style-type: none"> <li>• Organizational patterns</li> <li>• Transition words and phrases</li> <li>• Coherence (paragraph unity, sentence cohesion, parallelism)</li> </ul>	<p><b>W.3c</b></p> <p><b>USE</b> (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 style="text-align: right;">3</p>
<p>W.3d</p> <ul style="list-style-type: none"> <li>• Sensory images (e.g., figurative language: descriptions related to five senses)</li> <li>• Relevant, concrete details and examples</li> </ul>	<p><b>W.3d</b></p> <p><b>USE</b> (precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events)</p>	<p style="text-align: right;">3</p>
<p>L.2a</p> <ul style="list-style-type: none"> <li>• Comma</li> <li>• Ellipsis</li> <li>• Dash</li> </ul>	<p><b>L.2a</b></p> <p><b>USE</b> (punctuation to indicate a pause or break)</p>	<p style="text-align: right;">3</p>
<p>L.5a</p> <ul style="list-style-type: none"> <li>• Figures of Speech e.g., (Verbal irony, puns)</li> </ul>	<p><b>L.5a</b></p> <p><b>INTERPRET</b> (figures of speech in context)</p>	<p style="text-align: right;">2</p>

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

Standardized Assessment Correlations (State, College and Career)
<p><b>Expectations for Learning (in development)</b> 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><b><u>Focus of Unit</u></b></p> <ul style="list-style-type: none"> <li>• Determining words and phrases (figurative and connotative meanings); Analyzing the impact of word choice on meaning and tone</li> <li>• Analyzing connections and distinctions among/between ideas, events and individuals (e.g. comparisons, analogies, categories)</li> <li>• Identifying and analyzing text structure</li> <li>• Interpreting figures of speech and using punctuation to indicate pause/break</li> </ul> <p><b><u>Activities</u></b> Notes:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The following lessons can be imbedded throughout the unit:             <ul style="list-style-type: none"> <li>➤ 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).</li> </ul> </li> </ol>	<p><b><u>Teacher Notes</u></b></p>

## Grade Eight English Language Arts Unit 4 Reading and Writing

- 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 words choices on meaning and tone, including analogies or allusions to other texts.
  - Participate in 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 binder for future reference.
  - Record content-based based vocabulary on word maps to aid in future learning.
  - 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 negative connotation in this sentence?*
    - *Why did the author choose to use a word with positive connotation in this sentence?*
  - Identify the figurative language in a variety of poetry and complete associated worksheet.
  - 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 of a poem.
  - Possible Extension Activities:
    - 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 traditionally 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?*

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➤ *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 Power Point on [www.ereadingworksheet.com](http://www.ereadingworksheet.com)

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

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

**Anecdote-** a short account of an interesting or humorous event

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

**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 characters

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

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**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  
**Figure of speech-** an expression in which words are used in unusual or non-literal ways to create vivid or dramatic effects  
**Mood-** the atmosphere of a literary work intended to evoke a certain emotion or feeling from the audience or reader  
**Narrative-** a story of description of events that may or may not be true  
**Pun-** a play on words that involves the humorous use of a word to emphasize different meanings or applications  
**Sensory language-** words in a description that uses the five sense  
**Sequence-** the order in which events or ideas are arranged  
**Structure of text-** the organization or arrangement of ideas in written work  
**Tone-** the feeling conveyed by a written or spoken work; the attitude an author takes toward the subject of literary work

Assessment	Performance Task
<p><b><u>Formal</u></b>            -Process Pieces for Writing            -End of Unit Reading Assessment            -MAP</p> <p><b><u>Informal</u></b>            -Quizzes            -Rubrics            -Journals            -Teacher Observation            -Conferencing            -Peer Conferencing            -Discussions/Conversations            -Self Evaluations            -Reading Record Log            -Writing Samples</p>	

Instructional Strategies
-CRISS Strategies  <b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b>

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Unit 4 Reading and Writing**

Resources	Technology Resources
<p><b><u>Instructional</u></b>            -Student work            -Language Arts Addendum</p> <p><b><u>Model Texts</u></b></p> <ul style="list-style-type: none"> <li>• “i carry your heart with me (i carry it in my heart)” by ee cummings</li> <li>• “Caged Bird” by Maya Angelou</li> <li>• Articles from NYTIMES Learning Network Blog (See Link)</li> </ul> <p><b><u>Application Texts</u></b> (May vary year to year)</p> <ul style="list-style-type: none"> <li>• “Still I Rise” by Maya Angelou</li> <li>• “A Red, Red Rose” by Robert Burns</li> <li>• “Incident in a Rose Garden” by Donald Justice</li> <li>• “Trees” by Joyce Kilmer</li> <li>• “Dreams” by Langston Hughes</li> <li>• “What we Might Be, What We Are” by X.J. Kennedy</li> <li>• “The Garden” by Shel Silverstein</li> <li>• “Cat on the Mat” by J.R.R. Tolkien</li> <li>• “Cinderella’s Diary” by Ron Koertge</li> <li>• “The Road Not Taken” by Robert Frost</li> <li>• “Onomatopoeia” by Eve Merriam</li> <li>• “Fog” by Carl Sandburg</li> <li>• “Who Knows if the Moon is a Balloon”</li> <li>• “Sonnet 130” by Shakespeare</li> <li>• “Caged Bird” by Alicia Keys</li> </ul> <p><b><u>Additional</u></b></p> <ul style="list-style-type: none"> <li>• Selections from Scott Foresman Anthology</li> <li>• <i>Phenomena, Calamities and Heroes</i> by Jamestown</li> <li>• <i>Scope Magazine</i></li> <li>• <i>Literature and Thought Series</i> by Perfection</li> <li>• <i>Time for Kids</i></li> </ul> <p>-Crosswalk Coach and Common Core Coach            -Current News Articles            -Fundamentals of Grammar            -Write Source Student Books</p>	<p><a href="http://www.ledyard.net/exchweb/bin/redirect.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962">http://www.ledyard.net/exchweb/bin/redirect.asp?URL=http://sks.sirs.com/cgi-bin/hst-portal-res?id=S172550-0-5962</a></p> <p><a href="http://www.lrobb.com">www.lrobb.com</a></p> <p><a href="http://www.users.muohio.edu/romanots/">www.users.muohio.edu/romanots/</a></p> <p><a href="http://teenink.com">http://teenink.com</a></p> <p><a href="http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/#">http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/#</a></p> <p><a href="http://www.earlyamerica.com/earlyamerica/writings/arnold/textversion.htm">http://www.earlyamerica.com/earlyamerica/writings/arnold/textversion.htm</a></p> <p><a href="http://www.ereadingworksheets.com/text=structure/">http://www.ereadingworksheets.com/text=structure/</a></p>

**Grade Eight English Language Arts  
Unit 4 Reading and Writing**

- Sitton Spelling Activities
- Daily Oral Language Plus
- The Reader's Handbook* student book

**Teacher**

- Student Assessment Data
- Language Arts Addendum
- 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
- 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
- The Reader's Handbook* teacher's guide
- Sitton Spelling* Sourcebook
- Daily Language Workouts by Great Source
- Thinking Verbs List (Revised Bloom's)

**Interdisciplinary Connections**

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

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

### 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.

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

**CCR.8.W.2f PROVIDE a concluding statement or section that follows from and supports the information or explanation**



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

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

**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 purpose and audience have been addressed.

**L CCR.8.1 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.

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

<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>
RI.4 <ul style="list-style-type: none"> <li>• How to analyze</li> <li>• Word choice</li> <li>• Context clues</li> <li>• Literal/denotative language</li> <li>• Connotative meaning</li> <li>• Technical meanings</li> <li>• Tone</li> </ul>	<b>RI.4</b> <b>DETERMINE</b> (the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings) <b>ANALYZE</b> (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"> <li>• How to analyze</li> <li>• Author's purpose</li> <li>• Point of view (e.g., first person, third person, limited, omniscient)</li> <li>• Author's attitude/bias</li> <li>• Conflicting evidence or viewpoints</li> <li>• Responses to opposing viewpoints</li> </ul>	<b>RI.6</b> <b>IDENTIFY</b> (author's position in a text) <b>DETERMINE</b> (an author's point of view or purpose in text) <b>ANALYZE</b> (how the author acknowledges and responds to conflicting evidence or view points)	 1 4 4
W.2b and W.2f <ul style="list-style-type: none"> <li>• Topic</li> <li>• Relevant information (e.g., facts, definitions, details, quotations, examples)</li> <li>• Concluding statement/section to support information presented</li> </ul>	<b>W.2b</b> <b>DEVELOP</b> (the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples)  <b>W.2f</b> <b>PROVIDE</b> (a concluding statement or section that follows from and supports the information or explanation presented)	 6  2
W.4 <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Task</li> <li>• Audience</li> <li>• Purpose</li> </ul>	<b>W.4</b> <b>PRODUCE</b> (clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience)	 6

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

<p>SL.4</p> <ul style="list-style-type: none"> <li>• Claims</li> <li>• Findings</li> <li>• Strategies for emphasizing salient points</li> <li>• Evidence, reasons and details</li> <li>• Appropriate eye contact</li> <li>• Adequate volume for setting</li> <li>• Clear pronunciation</li> </ul>	<p><b>SL.4</b>  <b>PRESENT</b> (claims and findings)  <b>EMPHASIZE</b> (salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details)  <b>USE</b> (appropriate eye contact, adequate volume, and clear pronunciation)</p>	<p>1 3 3</p>
<p>L.3a</p> <ul style="list-style-type: none"> <li>• Active verbs</li> <li>• Passive verbs</li> <li>• Conditional mood</li> <li>• Subjunctive mood</li> <li>• Effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</li> </ul>	<p><b>L.3a</b>  <b>USE</b> (verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects)</p>	<p>3</p>

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. How do I figure out the meaning of unknown words and phrases to help me understand what I am reading?</li> <li>2. Why is it important to analyze the difference between the author’s position, viewpoint or attitude and that of others?</li> <li>3. What is my purpose and how do I develop it?</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</li> <li>2. Authors achieve their purpose by controlling what the reader knows through the choices they make?</li> <li>3. Good authors develop texts that examine a topic and convey the ideas and information clearly and effectively.</li> </ol>

<b>Standardized Assessment Correlations (State, College and Career)</b>
<p><b><u>Expectations for Learning (in development)</u></b>            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>

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

**Learning Activities**

**Focus of Unit**

- 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 topics; writing relevant details and concluding sections
- Presenting findings while emphasizing salient points with valid reasons
- Using verbs: active/passive voice and conditional and subjunctive mood

**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?*
    - *What is the connotation of \_\_\_\_\_ as it is used in the text? How does that word enhance the reader's understanding of the text?*
- 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.
    - Students will conduct close readings using a variety of speeches by speakers such as Martin Luther King, Jr., Malcolm X and Al Gore. After reading the transcripts, student will analyze the connotative meanings, analogies, tone, mood and their effects on the overall message.
    - Through collaborative discussions, students will compose two persuasive/argumentative

**Teacher Notes**

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

- o speeches to two different audiences, adjusting the word choice, tone and content accordingly.
- o Students will choose one speech in which they will formally present to the class. Emphasis on the speech delivery will be for students to emphasize salient points, present claims in a coherent manner, and to use appropriate eye contact and voice for their audience.

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**

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

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

**Analogy-** an explanation which compares similar people, places, things, ideas

**Audience-** the person or group for whom a selection is written or performed

**Claim-** a statement or assertion presented as fact

**Conditional mood-** the form of a verb used to refer to a hypothetical event that is contingent on another set of circumstances

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

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

**Figurative language-** words that create images using language that has deeper meaning than what the actual words express

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

**Passive verbs-** the voice of a verb whose subject receives an action

**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

**Purpose-** the intended or desired result of a piece of written or spoken material

**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

**Technical meaning-** written or spoken that relates to a specialized subject or field

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

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

Assessment	Performance Task
<p><b><u>Formal</u></b>            -Rubrics for Speech            -End of Unit Reading Assessment            -MAP</p> <p><b><u>Informal</u></b>            -Quizzes            -Rubrics            -Journals            -Teacher Observation            -Conferencing            -Peer Conferencing/Editing            -Student Self-Reflections</p>	

Instructional Strategies
<p>-CRISS Strategies</p> <p><b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b></p>

Resources	Technology Resources
<p><b><u>Instructional</u></b>            -Student work            -Language Arts Addendum            -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</p>	<p>Audio links to speeches</p>

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

**Teacher**

- Student Assessment Data
- Language Arts Addendum
- 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)

**Interdisciplinary Connections**

Grade Eight English Language Arts  
Unit 6 Reading and Writing

<b>Subject(s)</b>	English Language Arts
<b>Unit of Study</b>	Unit #6 – Understanding the World Through Text
<b>Pacing</b>	20 days (16 instructional days and 4 re-teach/enrichment days)

**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.**

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”).



Grade Eight English Language Arts  
Unit 6 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. 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"> <li>• Compare</li> <li>• Contrast</li> <li>• Literary Text Structure (e.g., sentence, paragraph, chapter, section)</li> <li>• Meaning</li> <li>• Style (e.g., tone, word choice, sentence structure)</li> </ul>	<b>RL.5</b> <b>COMPARE/CONTRAST</b> (the structure of two or more texts) <b>ANALYZE</b> (how the differing structure of each text contributes to its meaning and style)	 4  4
RL.9 <ul style="list-style-type: none"> <li>• How to analyze</li> <li>• Theme</li> <li>• Allusions</li> <li>• Character types</li> <li>• Classical texts (e.g., traditional stories, religious works, myths)</li> <li>• Story patterns (e.g., good vs. evil, quests)</li> <li>• Text to text connections</li> </ul>	<b>RL.9</b> <b>ANALYZE</b> (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)	4
W.9 <ul style="list-style-type: none"> <li>• Textual evidence</li> </ul>	<b>W.9</b> <b>DRAW</b> (evidence from literary or informational texts to support analysis, reflection, and research)	3,5

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Unit 6 Reading and Writing

<p>SL.1d</p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Main ideas and points</li> <li>• How to qualify/justify thinking</li> </ul>	<p><b>SL.1d</b>  <b>ACKNOWLEDGE</b> (new information expressed by others)  <b>QUALIFY/JUSTIFY</b> (their own views in light of the evidence presented)</p>	<p>2</p> <p>5</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. How will analyzing the structure of text help me to improve my reading?</li> <li>2. Making meaning from a variety of sources: What will help?</li> </ol>	<ol style="list-style-type: none"> <li>1. As readers compare the structure of several texts, they can understand how the differing structure of each text contributes to the meaning and style of each.</li> <li>2. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</li> </ol>

Standardized Assessment Correlations (State, College and Career)
<p><b><u>Expectations for Learning (in development)</u></b>            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>

Grade Eight English Language Arts  
Unit 6 Reading and Writing

**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).
    - Review character archetypes that relate to the “Damsel in Distress” in fairytales, folktales, and myths/legends. (Students will receive a handout to use as reference during application.)
    - Model analyzing character archetypes using *Disney’s Snow White* version. (Model completion of three-way Venn diagram for each character type.)
    - Over the course of a few days, students will read two traditional texts that relate to this theme. Students will fill out their three-way Venn diagrams as they read the texts. (Identifying characteristics of villains, damsels, and heroes in the process.)
    - Students will then watch a short clip from *Shrek 3* that switches the roles of damsels and heroes. Students will add to their Venn diagram while watching the clip.
    - Students will complete a conclusion piece for the Venn diagrams. (Optional Alternative: TBEAR Graphic Organizer) *Prompt Options:*
      - *Are the characters included in your Venn diagram realistic? Use evidence from your Venn diagram as support.*
      - *Do people take on these roles in society today?*
      - *Where have you seen these character archetypes in your independent reading novels? Be specific.*
    - Review common plot structures for the theme of “Damsel in Distress” in fairytales, folktales, and myths/legends. (Students will receive a handout to use as reference during application.)
    - Model analyzing plot structure using *Disney’s Snow White* version. (Model completion of plot

**Teacher Notes**

Grade Eight English Language Arts  
Unit 6 Reading and Writing

diagram with thematic conclusion piece.) Over the course of a few days, students will read two traditional texts that relate to this theme. Students will fill out a plot diagram for each of the stories.

- Students will complete a conclusion piece after completing the plot diagrams. (Optional Alternative: TBEAR Graphic Organizer) *Prompt Options:*
  - *What did you notice about the similarities between the plots of your tales?*
  - *Why do you think the authors of these tales use this structure?*
  - *How would a change in the structure influence the work as a whole?*
  - *Do you feel like this structure would be easily applied to more modern works?*
- Review character archetypes that relate to the “Trickster” theme in fairytales, folktales, and myths/legends. (Students will receive a handout to use as reference during application.)
- Model analyzing character archetypes using “Anansi and the Clever One” using a three-way Venn diagram for each character type.
- Over the course of a few days, students will read two traditional texts that relate to this theme. Students will fill out their three-way Venn diagrams as they read the texts, identifying characteristics of any three archetypal characters that exist in their tales.
- Students will then read a tale adapted to graphic novel format from the *Trickster* collection. Students will add to their Venn diagram while watching the clip.
- Students will complete a conclusion piece for the Venn diagrams. (Optional Alternative: TBEAR Graphic Organizer) *Prompt Options:*
  - *Are the characters included in your Venn diagram realistic? Use evidence from your Venn diagram as support.*
  - *Do people take on these roles in society today?*
  - *Where have you seen these character archetypes in your independent reading novels? Be specific.*
- Review common plot structures for the theme of “Trickster” in fairytales, folktales, and myths/legends. (Students will receive a handout to use as reference during application.)
- Model analyzing plot structure using “Anansi and the Clever One.” (Model completion of plot diagram with thematic conclusion piece.)
- Over the course of a few days, students will read two traditional texts that relate to this theme. Students will fill out a plot diagram for each of the stories. Students will also complete the diagram for “Anansi and the Clever One.”
- Students will complete a conclusion piece after completing the plot diagrams. (Optional Alternative: TBEAR Graphic Organizer) *Prompt Options:*
  - *What did you notice about the similarities between the plots of your tales?*
  - *Why do you think the authors of these tales use this structure?*
  - *How would a change in the structure influence the work as a whole?*

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Unit 6 Reading and Writing

- *Do you feel like this structure would be easily applied to more modern works? Give examples.*
- The students will 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 as well as draw evidence to support analysis, reflection and research.
  - Students will compare and contrast a variety of folktales, and fairytales as well as contemporary texts and film clips that allude to archetypal characters or plot in the above activities.
  - 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* by completing the compare and contrast diagram. The Venn diagram should focus on how the characters are portrayed. (Optional Alternative: TBEAR Graphic Organizer) *Prompt Options* for concluding piece:
    - *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.

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<b>Vocabulary</b>
<p><b>Allusion-</b> an indirect reference to a well-known person, place, event, literary work or work of art</p> <p><b>Archetype-</b>the original symbol, narrative, or character upon which others are based.</p> <p><b>Contrast-</b> to show differences when compared</p> <p><b>Compare-</b> to examine in order to note the similarities and differences</p> <p><b>Inference-</b> a conclusion drawn from prior knowledge and evidence or clues</p> <p><b>Reflection-</b> considered thoughts on a topic or literary work</p> <p><b>Structure of text-</b> the organization or arrangement of ideas in written work</p> <p><b>Style-</b> the way in which something is said, done or expressed</p> <p><b>Textual evidence-</b> words from the text that show, prove or give reasons for making a judgment</p> <p><b>Theme-</b> the central topic or a recurrent idea</p> <p><b>Traditional stories-</b> stories passed down orally throughout history</p> <p><b>Topic-</b> the main thought or subject of a written work</p>

<b>Assessment</b>	<b>Performance Task</b>
<p><b><u>Formal</u></b> -MAP</p> <p><b><u>Informal</u></b> -Quizzes -Rubrics -Journals -Teacher Observation -Conferencing -Peer Conferencing/Editing -Student Self-Reflections</p>	

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<b>Instructional Strategies</b>
-CRISS Strategies
<b>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</b>

Resources	Technology Resources
<p><b><u>Instructional</u></b> -Student work -Language Arts Addendum</p> <p><b><u>Model Texts</u></b></p> <ul style="list-style-type: none"> <li>• “Anansi and the Clever One”</li> <li>• <i>Snow White</i> (Disney Version)</li> </ul> <p>-<i>CROSSWALK 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</p> <p><b><u>Application Texts</u></b></p> <ul style="list-style-type: none"> <li>• <i>The People Could Fly: American Black Folktales</i> told by Virginia Hamilton</li> <li>• <i>Tales of Hans Christian Andersen</i> Naomi Lewis translation/ illustrated by Joel Stewart</li> <li>• <i>Folk and Fairy Tales</i> (Edited by M. Hallett and Barbara Karasek)</li> <li>• <i>Folklore, Myths, and Legends: A World Perspective</i> by Donna Rosenberg</li> <li>• <i>Trickster. Narrative American Tales, A Graphic Collection</i></li> <li>• “Snow White and the Seven Dwarfs” Grimm Version</li> <li>• <i>Mirror Mirror</i> (2012 Film)</li> </ul> <p><b><u>Teacher</u></b> -<i>The Pleasures of Children’s Literature</i> by Perry Nodelman -Student Assessment Data</p>	<p><a href="http://fortyagency.com/expertise/20-brand-archetypes">http://fortyagency.com/expertise/20-brand-archetypes</a></p> <p><a href="http://www.gutenberg.org/ebooks/2591">http://www.gutenberg.org/ebooks/2591</a></p>

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<ul style="list-style-type: none"><li>-Language Arts Addendum</li><li>-<i>CRISS</i> Manual</li><li>-<i>The Reader's Handbook</i> Teacher Guide</li><li>-Grammar for Middle School by Don and Jenny Killgallon</li><li>-Fundamentals of Grammar</li><li>-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb</li><li>-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann</li><li>-<i>Plagiarism</i> by Barry Gilmore</li><li>-<i>Constructing Meaning</i> by Nancy Boyles</li><li>-<i>Teaching Reading in Middle School</i> by Laura Robb</li><li>-<i>Teaching Middle School Writers</i> by Laura Robb</li><li>-<i>Write Source</i> Teacher's Guide</li><li>-<i>Sitton Spelling</i> Sourcebook</li><li>-Daily Language Workouts by Great Source</li><li>-Thinking Verbs List (Revised Bloom's)</li></ul>	
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<b>Interdisciplinary Connections</b>



Grade Eight English Language Arts  
Unit 7 Reading and Writing

<b>Subject(s)</b>	English Language Arts
<b>Unit of Study</b>	Unit #7 – Investigations
<b>Pacing</b>	31 days (27 instructional days and 4 re-teach/enrichment days)

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

**CCR.7.W.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.**

**CCR.8.W.9b APPLY grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).**

**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.RI.1 CITE the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCR.8.W.6 USE technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

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CCR.8.SL.5 INTEGRATE multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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.4c CONSULT general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCR.8.L.4d VERIFY the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
RI.8 <ul style="list-style-type: none"> <li>• How to trace/delineate an author’s argument and claims</li> <li>• How to evaluate an author’s argument and claims</li> <li>• Relevant vs. irrelevant details/evidence</li> <li>• Sound/logical/justified reasoning</li> <li>• Arguments</li> <li>• Valid vs. invalid claims</li> </ul>	RI.8 <b>DELINEATE</b> (the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient) <b>EVALUATE</b> (the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient) <b>RECOGNIZE</b> (when irrelevant evidence is introduced)	4  5  1
W.7 <ul style="list-style-type: none"> <li>• Strategies for pacing and developing short research               <ul style="list-style-type: none"> <li>○ How to generate a question to research</li> <li>○ How to use several resources</li> <li>○ How to generate additional related focused questions</li> </ul> </li> </ul>	W.7 <b>CONDUCT</b> (short research projects to answer a question, including a self-generated question) <b>DRAW</b> (on several sources) <b>GENERATE</b> (additional related focused questions that allow for multiple avenues of exploration)	3,6  2,3 6

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<ul style="list-style-type: none"> <li>○ How to use multiple avenues for further exploration</li> </ul> <p>W.8</p> <ul style="list-style-type: none"> <li>• Multiple print and digital sources</li> <li>• Relevant information</li> <li>• Search terms</li> <li>• Credible sources</li> <li>• How to quote and paraphrase accurately</li> </ul> <p>W.9b</p> <ul style="list-style-type: none"> <li>• Literary Non-fiction</li> <li>• How to apply standards in writing</li> </ul> <p>SL.4</p> <ul style="list-style-type: none"> <li>• Claims</li> <li>• Findings</li> <li>• Strategies for emphasizing salient points</li> <li>• Evidence, reasons and details</li> <li>• Appropriate eye contact</li> <li>• Adequate volume for setting</li> <li>• Clear pronunciation</li> </ul>	<p>W.8</p> <p><b>GATHER</b> (relevant information from multiple print and digital sources, using search terms effectively)</p> <p><b>ASSESS</b> the credibility and accuracy of each source</p> <p><b>QUOTE/PARAPHRASE</b> (the data and conclusions of others while avoiding plagiarism following a standard format for citation)</p> <p><b>W.9b</b></p> <p><b>APPLY</b> (<i>grade 8 Reading standards to literary nonfiction, e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”</i>)</p> <p><b>SL.4</b></p> <p><b>PRESENT</b> (claims and findings)</p> <p><b>EMPHASIZE</b> (salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details)</p> <p><b>USE</b> (appropriate eye contact, adequate volume, and clear pronunciation)</p>	<p>3</p> <p>5</p> <p>3</p> <p>5</p> <p>1</p> <p>3</p> <p>3</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. In what ways does creative choice impact an audience?</li> <li>2. What is good research?</li> <li>3. Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</li> </ol>	<ol style="list-style-type: none"> <li>1. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats.</li> <li>2. Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from several sources.</li> <li>3. What makes a presentation great?</li> </ol>

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Unit 7 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 and evaluating arguments and claims
- Conducting short research and gathering relevant information from a variety of sources
- Formally presenting findings and claims

**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 20, pages 162-168 (W.8)
  3. Record content-based vocabulary on word maps to aid in future learning.
  4. W.9b: Apply *grade 8 Reading standards* to literary nonfiction will be addressed during the unit.
- Students will 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.
    - In small groups, students read expository articles about the history of the Civil War. Students will then share the content of the article in a succinct manner with their classmates. Classmates will complete a comparison and analysis for each presentation.  
Prompt Questions:
      - *Which side does this article seem to support? How do you know?*
      - *What is the argument or claim that is being made? What are three pieces of evidence that support your idea?*
      - *Compared to what you have already read, is the information/ argument valid/accurate?*
      - *Is the author a valid resource for an unbiased argument?*
    - In small groups, students read poetry or song lyrics about the historical perspectives during the Civil War. Students will then share the content of the poem in a succinct manner with their classmates. Classmates will complete a comparison and analysis for each presentation. Prompt

**Teacher Notes**

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Unit 7 Reading and Writing

Questions:

- *Which side does the poetic voice seem to support? How do you know?*
  - *Based on the thematic message, what is the argument or claim that is being made? What are three pieces of evidence that support your idea?*
  - *Compared to what you have already read, are the information and/or argument valid/accurate?*
- In small groups, students read primary sources that provide historical perspectives of the Civil War. Students will then share the content of the source with the class in a succinct manner. Classmates will complete a comparison and analysis for each presentation.

Prompt Questions:

- *Which side does the source seem to support? How do you know?*
  - *What is the argument or claim that is being made? What are three pieces of evidence that support your idea?*
  - *Compared to what you have already read, are the information and/or argument valid/accurate?*
  - *Is the author a valid resource for an unbiased argument?*
- W.7/8: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration using multiple print and digital sources. Students will assess the credibility and accuracy of each source and will follow a standards format for citation, avoiding plagiarism.
- Students record a variety of questions related to the Civil War while reading previous texts. Each student will then hone in on one “essential question” that they would like to research. Students will complete an I-SEARCH project in order to learn the answers to their essential questions.
  - Students research their I-SEARCH question by using a variety of sources, including web search engines, informational articles and books, community resources, and films.
  - Students will analyze the credibility/ biases of each text to determine the usefulness of the text in relation to their I-SEARCH paper. Students will record source information for use in a works cited page and students will include quotes, paraphrasing and other research-based elaboration in their I-SEARCH paper.
- 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.
- Students share their ISEARCH process in small groups while being recorded on digital recorders for assessment purposes.
  - Students will complete peer and self-assessments related to inclusion of salient points, coherent and relevant evidence, sound valid reasoning, and appropriate eye contact, adequate volume, and clear pronunciation.

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Unit 7 Reading and Writing

<p><u>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.</u></p>	
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<b>Vocabulary</b>
<p>Analyze- to separate into parts in order to determine what something is or how it works            Argument- a statement of the major point of a written piece            Citation- the acknowledgement of ideas found in outside sources            Claim- a statement or assertion presented as facts            Credible source- a source that is worthy of confidence or belief            Fact- information that can be proven true            Opinion- a belief based on thoughts or feelings rather than on facts            Plagiarism- the use of ideas or writings of another author, representing them as one's own original work            Primary source- source material that is closest to a person, time period or information that is being researched            Research- careful investigation of a subject or topic            Textual evidence- words from the text that show, prove or give reasons for making a judgment</p>

<b>Assessment</b>	<b>Performance Task</b>
<p><b>Formal</b>            -I-SEARCH Rubric            -MAP  <b>Informal</b>            -Quizzes            -Rubrics            -Journals            -Teacher Observation            -Conferencing            -Peer Conferencing/Editing            -Student Self-Reflections</p>	

Grade Eight English Language Arts  
Unit 7 Reading and Writing

**Instructional Strategies**

-CRISS Strategy

**See Appendix A for Additional Instructional Research Based and Differentiated Strategies**

Resources	Technology Resources
<p><b><u>Instructional</u></b></p> <ul style="list-style-type: none"> <li>-Student work</li> <li>-Language Arts Addendum</li> <li>-Civil War texts TBD by classroom teacher</li> <li>-<i>Crosswalk Coach</i></li> <li>-<i>Fundamentals of Grammar</i></li> <li>-<i>Write Source</i> Student Books</li> <li>-Sitton Spelling Activities</li> <li>-Daily Oral Language Plus</li> <li>-<i>The Reader's Handbook</i> by Great Source</li> </ul> <p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"> <li>-Student Assessment Data</li> <li>-Language Arts Addendum</li> <li>-<i>CRISS</i> Manual</li> <li>-<i>The Reader's Handbook</i> Teacher Guide</li> <li>-Grammar for Middle School by Don and Jenny Killgallon</li> <li>-Fundamentals of Grammar</li> <li>-<i>Teaching Reading: A Differentiated Approach</i> by Laura Robb</li> <li>-<i>The Dynamics of Writing Instruction</i> series by Peter Smagorinsky, Larry R. Johannessen, Elizabeth A. Kahn and Thomas M. McCann</li> <li>-<i>Plagiarism</i> by Barry Gilmore</li> <li>-<i>Constructing Meaning</i> by Nancy Boyles</li> <li>-<i>Teaching Reading in Middle School</i> by Laura Robb</li> <li>-<i>Teaching Middle School Writers</i> by Laura Robb</li> <li>-<i>Write Source</i> Teacher's Guide</li> <li>-<i>Sitton Spelling</i> Sourcebook</li> <li>-Daily Language Workouts by Great Source</li> <li>-Thinking Verbs List (Revised Bloom's)</li> </ul>	<p>For the I-Search Paper:</p> <p><a href="http://faculty.nwacc.edu/tmcginn/writing%20an%20I-search%20paper.pdf">http://faculty.nwacc.edu/tmcginn/writing%20an%20I-search%20paper.pdf</a></p> <p><a href="http://www.civilwarhome.com/poemssomhgs.htm">http://www.civilwarhome.com/poemssomhgs.htm</a></p>

Grade Eight English Language Arts  
Unit 7 Reading and Writing

**Interdisciplinary Connections**

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**Grade Eight  
English Language Arts  
Reading and Writing Pacing Guide**

<b>GRADE 8</b>		
<b>Reading and Writing</b>	<b>Instruction</b>	<b>Re-Teach</b>
<b>Unit 1:</b> Making of a Good Story	<b>25 days</b>	<b>4 days</b>
<b>Unit 2:</b> What's the Big Idea	<b>15 days</b>	<b>4 days</b>
<b>Unit 3:</b> Finding the Evidence	<b>20 days</b>	<b>4 days</b>
<b>Unit 4:</b> Analyzing Craft and Structure	<b>23 days</b>	<b>4 days</b>
<b>Unit 5:</b> Communicating for a Purpose	<b>25 days</b>	<b>4 days</b>
<b>Unit 6:</b> Understanding the World through Text	<b>16 days</b>	<b>4 days</b>
<b>Unit 7:</b> Investigations	<b>28 days</b>	<b>4 days</b>

Number of Instructional Days = 152  
 Number of Re-Teaching Days = 28  
 Total Number of Days = 180 days