Phase II Report
Language Arts
Eighth Grade
CI program

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
K-8 Language Arts
Phases I/II, May 22, 2014

8th Grade CI English

Course Essential Questions:

Writing:
How can writers draw upon mentor texts to generate ideas and then revise and edit pieces?

How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience?

How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

Reading:
How can readers take charge of their own reading lives?

How can readers use comprehension strategies to deepen their understanding of a text?

How can readers reflect and respond to what they read?

Language/Speaking and Listening:
How can I prepare for and participate in a range of conversations?

How can I use my understanding of language to communicate clearly and effectively?

How can I use my understanding of language to improve my written and oral communication?

Phase II Curriculum

Unit: Launching Writers Notebook with Narrative Poetry

Essential Questions:	Essential Understanding:
1. How do writers use poetry to express themselves and make connections to readers and the world around them?	1. Writers use poetry to express themselves and make connections to readers.
	2. Writers use ordinary things, people, and places as topics for poetry.
2. Why is it important to develop questions for yourself about a poem while reading poetry?	
	3. Narrative poetry is poetry that tells a story. This poetic form utilizes elements

	of a narrative, while relying on verse rather than prose.
3. What are useful forms of organization for narrative poetry writers?	
4. How do writers improve writing skills by studying works from other authors?	4. Mentor texts help students recognize the ideas in poems as well as the craft and structural decisions that create a narrative poem's meaning.
5. What is the importance of literary devices in poetry and how do they help convey meaning?	5. Figurative language provides a model for writing and creates vivid pictures in the minds of readers, helping to convey a deeper meaning.
6. How can editing checklists be used during the revision process to make writing more meaningful?	6. Editing requires students to evaluate their writing using specific requirements (i.e. word choice, structure, craft, and punctuation)
7. How has composing narrative poetry helped students' personal development as writers?	7. Through composing narrative poetry, students will grow as writers by deepening their understanding of narrative writing.

Curriculum Standards

CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Literature
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Range of Reading and Level of Text Complexity

EERL.8.5. Compare and contrast the structure of two or more texts.
CCSS: English Language Arts 6-12, CCSS: Grade 8, Writing
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EEW.8.1.a-b. Write an argument to support claims with one clear reason or piece of evidence.
EEW.8.2.a-b. Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.

EEW.8.3. Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 EEW.8.4. Produce writing that is appropriate for the task, purpose, or audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 EEW.8.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EEW.8.6. Use technology, including the Internet, to produce writing to interact and collaborate with others.
Range of Writing
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 tasks, purposes, and audiences.
EEW.8.10. Write routinely for a variety of tasks, purposes, and audiences.

Knowledge/Content I Know….	Skills/Processes I can……
• Writers use poetry to express themselves and make connections to readers and the world around them. • It is important to develop questions for yourself about a poem while reading poetry. • Writers improve writing skills by studying works from other authors. • The importance of literary devices in poetry and how they help to convey meaning. • Editing checklists can be used during the revision process to make writing more meaningful. • Composing narrative poetry helps my development as a writer.	• Establish a writer's notebook and use strategies to gather ideas for writing stories that matter. • Gather seed ideas by responding to content from mentor poems. • Understand how poetry is used to reveal and express myself in a manner that connects to the world around me. • Develop an understanding for literary devices in narrative poetry. • Learn how literary devices can be used to convey meaning. • Experiment with possible poem ideas using previous notebook entries.

	• Evaluate and analyze my poems by using editing checklists to remind myself of strategies I can use to revise my writing.
• Poetic literary devices that can aid in my production and analysis of narrative poetry: narrative poetry, simile, metaphor, theme, repetition, rhythm, analogies.	

Phase III Textbook/Materials	
Textbook:	

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum	
Unit 2: Independent Reading	
Essential Questions:	**Essential Understanding:**
1. How do students participate in a community of readers?	1. Readers participate in creating a community of readers through sharing, critiquing, analyzing, and making recommendations.
2. How do readers select "just right" books?	2. Readers select a "just right" book acknowledging their reading needs, interests, purposes, and goals.
3. What effect does an author's word choice	

have on the reader?

3. Readers analyze the impact of specific word choices on meaning and tone.

4. Why is it important to understand various characters' points of view while reading?

4. Readers connect with the main characters by forming opinions about various characters' points of view.

5. How do readers analyze character conflict?

5. Readers analyze character conflict by citing literal information and evaluating dialogue related to conflicts.

6. How do readers determine a theme in a novel?

6. Readers use textual evidence to determine and support their theory of a theme.

7. What are the key elements to a book critique?

7. Readers use all the information they have gathered during the reading process to analyze the work as a whole and provide a well thought out critique including: details to give a synopsis, support to share an opinion, and give a negative or favorable recommendation.

8. How do readers use the information in book critiques or reviews to make decisions about choosing their next book to read?

8. Readers gather information from a variety of book critiques and reviews to make decisions about their next book choice.

Curriculum Standards

CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

▪ EERL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text ; summarize the key supporting details and ideas.

- EERL.8.2. 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.

- EERL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure
4. Interpret words and phrases as they are used in a text.

- EERL.8.4. Determine the meaning of words and phrases as they are used in a text.

Range of Reading and Level of Text Complexity
10. Read and comprehend informational texts independently and proficiently.

- EERL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the students reading level.

CCSS: English Language Arts 6-12, CCSS: Grade 8, Writing
Range of Writing
10. Increase the amount of time the student is writing .

- EEW.8.10. Write routinely over extended time frames

CCSS: English Language Arts 6-12, CCSS: Grade 8, Speaking & Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- EESL.8.1. Be able to state their own opiion and why they have come up with that conclusion.

Knowledge/Content I Know…	Skills/Processes…… I Can…
• A community of readers shares, critiques, analyzes and makes recommendations of books to others.	• Come to discussions prepared, having read or researched material under study.
• How to select "just right" books.	• Judge importance of details.
• The effect word choice has on a reader.	• Evaluate the meaning of a selected passage.
• It is important to understand various characters' points of view while	• Determine the difference between inferred and explicit text.
	• Infer by reasoning.

reading.

- How to cite literal information that helps to analyze character conflict.

- Scenes and narration are important know how they affect the story.

- How to determine a theme in a novel.

- The key elements to a book critique include: details to give a synopsis, support to share an opinion, and a negative or favorable recommendation.

- Interpret the central theme or idea.

- Quote details in a text that show me the theme.

- Identify the problem in the story.

- Describe how characters relate to the problem.

- Identify the point of view of the story.

- Examine each character's thoughts and feelings as they relate to the theme.

- Objectively summarize the text.

- Determine key incidents in the plot within a story or drama.

- Determine how the dialogue and actions of the characters help to propel the action in the story.

- Characterize each character in the story by referencing their dialogue and actions.

- Identify the point of view of each character and audience/reader.

- Comprehend texts by thinking about, talking about, and responding to what I read.

- Organize the reasons and evidence logically.

- Compose a topic sentence that will preview what is to follow.

- Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts.

- Use precise language and domain-specific vocabulary to inform about or explain a

	topic.
	• Provide a concluding statement or section that follows from and supports the information or explanation presented.
	• Track progress toward specific goals and deadlines.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum	
Unit 3: Argument Paragraph	
Essential Questions:	**Essential Understanding:**
1. How do you construct a persuasive argument?	1. Writers construct a persuasive argument by stating a debatable claim, researching and writing effective evidence and commentary, appropriate to the audience.
2. What constitutes effective evidence?	2. Effective evidence is factual (from credible sources) and anecdotal from personal observations and experiences.
3. How do you transition between ideas?	3. Writers transition between ideas by showing the reader how commentary and evidence are connected and how

	relationships between ideas are defined.
4. How do you identify credible sources and cite them correctly?	4. Writers evaluate sources to determine if they are convincing and believable pieces of evidence.
5. How do you revise?	5. Writers revise while drafting and revise the components unique to a persuasive argument paper.

Curriculum Standards

CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Informational Text
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- EERI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- EERI.8.2. Determine a central idea of a text and analyze its development over the course of the text.

3. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- EERI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Range of Reading and Level of Text Complexity
4. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.8.10. By the end of the year, read and comprehend literary nonfiction at the student reading level.

CCSS: English Language Arts 6-12, CCSS: Grade 8, Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- EEW.8.1. Write arguments to support claims with clear reasons and relevant evidence.

Production and Distribution of Writing
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- EEW.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.

8. Gather relevant information from multiple print and digital sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing
10. Increase the amount of time the students is writing

- EEW.8.10. Write routinely over extended time frames.

Knowledge/Content I Know….	Skills/Processes I Can……
- How to construct a persuasive argument. - What constitutes effective evidence. - How to write complex commentary. - How to transition between ideas. - How to identify credible sources and cite them correctly. - How to revise.	- Infer by reasoning. - I can, in a group discussion, prove my inference by stating a line in the text that supports my findings. - I can evaluate the meaning of a selected passage. - I can explain how particular sentences aid in developing and refining a key concept.

	• I can identify the argument and/or specific claims in a text.
	• I can identify and assess the evidence to determine relevance.
	• I can identify irrelevant evidence.
	• I can comprehend texts by thinking about, talking about, and responding to what I read.
	• I can compose a topic sentence to introduce my position about a particular claim.
	• I can organize the reasons and evidence logically.
	• I can support my claim(s) with logical reasoning and relevant evidence.
	• I can demonstrate an understanding of the topic or text using accurate or credible sources.
	• I can provide a concluding statement or section that follows from and supports the argument presented.
	• I can utilize the writing process to develop and strengthen writing.
	• I can utilize revising strategies to maintain consistent purpose and audience.
	• I can use evidence from informational texts to support my analysis, reflection, and research.
	• I can write for shorter time frames (a single sitting or a day or two).
	• I can write over extended time frames (time for research, reflection, and revision).
Phase III Textbook/Materials	

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit 4: Narrative Reading

Essential Questions:	Essential Understanding:
1. How do I become a researcher of historical fiction?	1. I become a researcher by exploring and reading documents that connect me to the historical event and/or time period.
2. Why do we read historical fiction?	2. We read historical fiction to learn and gain understanding about a specific event or time period through the context of a narrative story.
3. Why is point of view and perspective key in understanding historical fiction?	3. The point of view and perspective are key in understanding historical fiction because they will be unique to the character's point of view from a particular time period or during a particular event. Character motivation is unique because of their point of view and experiences from a particular historical period or event.
	4. The details aid in understanding historical fiction by making readers feel like they are in the story and helps readers visualize the story. Readers need to recognize details that are unique to the particular time period or event to aid in their understanding.

	5. Scenes help connect to the character by:
	   a. providing background information
	   b. showing an action, conversation or event
	   c. showing a thought or feeling
	   d. describing a person, place or thing

4. How do the details aid in understanding historical fiction?	
5. How do scenes help to connect to the characters?	6. The value of looking at other examples of historical fiction is to gain an understanding of multiple perspectives related to a historical event or time period.
6. What is the value in looking at other examples of historical fiction?	7. It is important to connect to and analyze events through the character's perspective because the character will have a perspective unique to the time period or historical event relative to the story.
7. Why is it important to connect to and analyze events through the character's perspective?	

Curriculum Standards

CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- EERL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- EERL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

6. Assess how point of view or purpose shapes the content and style of a text.

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

humor.

Range of Reading and Level of Text Complexity
10. Read and comprehend and informational texts independently and proficiently.

- ▪ EERL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the students reading level.

CCSS: English Language Arts 6-12, CCSS: Grade 8, Writing
Range of Writing
 10. Increase the amount of time the students is writing

- ▪ EEW.8.10. Write routinely over extended time frames.

CCSS: English Language Arts 6-12, CCSS: Grade 8, Speaking & Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

- ▪ EESL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

Knowledge/Content I Know….	Skills/Processes I Can……
• How to become a researcher of historical fiction.	• Determine the difference between inferred and explicit text.
• Why we read historical fiction.	• Infer by reasoning.
• Point of view and perspective key are in understanding historical fiction.	• In group discussion, prove my inference by stating the line in the text that supports my findings.
• How details aid in understanding historical fiction.	• Judge importance of details.
• How scenes help to connect to the characters.	• Evaluate the meaning of a selected passage.
• The value in looking at other examples of historical fiction.	• Determine key incidents in the plot within a story or drama.
• Why it is important to connect to and analyze events through the character's perspective.	• Determine how the dialogue and actions of the characters help to propel the action in the story.
• Understanding the following narrative	• Characterize each character in the story by referencing their dialogue and actions.

elements will aid in my comprehension of a text: analyze, character, plot, setting, central idea, scenes, inference, point of view, textual evidence, narrator, and motivation	• Explain through citing evidence from the text why a character makes a certain decision. • Comprehend texts by thinking about, talking about, and responding to what I read. • Write for shorter time frames (a single sitting or a day or two). • Follow rules for group discussion and decision-making. • Respond to others' questions and comments. • Acknowledge new information expressed by others.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum	
Unit 5: Informational Reading	
Essential Questions:	**Essential Understanding:**
1. How does knowing the purpose of an informational text help readers understand the author's claim or intent?	1. Texts have multiple purposes (i.e., to inform, to inform and entertain, to offer help or advice, to persuade, to involve, to entertain).

2. Why do authors of informational text use different features to make sure that the readers understand their purpose and intent?

2. The writers of informational text use specific features to get their point across. The features are unique to the various types of informational text i.e. textbooks, magazine articles, blogs, etc.

3. How does the structure of an informational text piece lend to the understanding of the text and what the author is trying to communicate?

3. Analyzing the structure of an informational text helps the reader better understand the author's purpose. Common structures include describing, compare/contrast, naming/listing, cause-effect and problem-solution.

4. How can readers figure out or deduce an author's claim, intent or argument in a piece of informational text?

4. By connecting structural elements and text features, readers must constantly question the author's claim, intent, or argument.

5. How can readers of informational text determine if the evidence supports the author's claim and has supporting details that align with the claim/main idea?

5. Using textual evidence and background knowledge, readers can make inferences about the author's claim and the evidence he/she provides.

6. Why should readers of informational text look to videos, blogs, digital media, infographs, etc., as well?

6. Readers understand that in today's world informational text comes in a variety of formats. Technology is available to disseminate information at a fast rate and in a multitude of ways.

Curriculum Standards

CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Informational Text

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- EERI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- EERI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the

text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- EERI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

4. Interpret words and phrases as they are used in a text.
- EERI.8.4. Determine the meaning of words and phrases as they are used in a text.

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

8. Read and comprehend informational texts independently and proficiently.
- EERI.8.10. By the end of the year, read and comprehend literary nonfiction at the students reading level.

CCSS: English Language Arts 6-12, CCSS: Grade 8, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- EESL.8.1. 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.

Knowledge/Content I Know…	Skills/Processes I can…
• The purpose of an informational text helps me understand the author's claim or intent. • Authors of informational text use different features to make sure that readers understand their purpose and intent. • The structure of an informational text piece lends to the understanding of the text and what the author is trying to communicate. • Analyzing content-specific words and phrases help in the understanding of informational text. • How to figure out or deduce an author's claim, intent or argument in a piece of informational text. • It is important to include videos, blogs,	• Identify main idea and supporting details in a variety of texts. • Determine the difference between inferred and explicit texts. • Infer by reasoning. • In group discussion, prove my inference by stating the line in the text that supports my findings. • Evaluate the meaning of a selected passage. • Interpret the central idea. • Analyze the development of the central idea and how it relates the details in the text. • Objectively summarize the text. • Identify a specific relationship between people, events, ideas, or concepts in

digital media, info graphs, etc., as well when looking at sources.

- I need to look at multiple texts on the topic I am studying.

- That understanding the following terms will help me understand and analyze a piece of informational text: inference, author's purpose, claim, analyze, central idea, compare/contrast, evaluate, evidence, point of view, supporting details, text features, and text structures.

informational text.

- Evaluate the relationship between people, events, ideas, or concepts in informational text (through comparison, analogies, or categories).

- Determine the meaning of words and phrases by using context clues.

- Determine how the author's word choices develop the meaning of the text

- Identify the text structure of a specific paragraph

- Identify the author's point of view or purpose.

- Identify the conflicting viewpoints or evidence.

- Identify the argument and/or specific claims in a text.

- Identify the topic of each text.

- Identify facts or interpretations from each text.

- Comprehend texts by thinking about, talking about, and responding to what I read.

- Use my preparation to refer to evidence on the topic, text, or issue to question and reflect on ideas under discussion.

- Follow rules for group discussion and decision-making.

- Pose questions that connect the ideas

| | of several speakers. |
| | • Respond to others' questions and comments with relevant evidence, observations and ideas. |

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit 7: Informational Essay (Comparing and Contrasting Perspectives on an Issue)

Essential Questions:	**Essential Understanding:**
1. What are critical issues?	1. Critical issues are pressing issues that are hotly debated in politics, the media, and the community. They concern people's freedoms, the way we live, and how society evolves.
2. What is perspective?	2. Perspective is a particular attitude toward or a way of regarding something; a point of view. When it comes to taking a side on an issue, this can also be termed a "stance."
3. What is comparison/contrast?	3. A comparison/contrast structure looks at both the similarities (compare) and the differences (contrast) within a topic.

Curriculum Standards

CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Informational Text
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- EERI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Range of Reading and Level of Text Complexity
  Read and comprehend and informational texts independently and proficiently.

- EERI.8.10. By the end of the year, read and comprehend literary nonfiction at the students reading level.

CCSS: English Language Arts 6-12, CCSS: Grade 8, Writing
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

Research to Build and Present Knowledge

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

Range of Writing
9. 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 tasks, purposes, and audiences.

- EEW.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

CCSS: English Language Arts 6-12, CCSS: Grade 8, Speaking & Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- EESL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade individual grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- EESL.8.2. 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.

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CCSS: English Language Arts 6-12, CCSS: Grade 8, Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Knowledge of Language

Knowledge/Content I know….	Skills/Processes I can……
1. What makes a critical issue. 2. What a perspective is. 3. What comparison/contrast is.	• Interpret the central idea • Analyze the development of the central idea and how it relates the details in the text. • Identify a specific relationship between

4. How to write about an issue that is characterized by two perspectives or sides. 5. How to select, organize, and analyze information to teach a reader about a topic.	people, events, ideas, or concepts in informational text. • Evaluate the relationship between people, events, ideas, or concepts in informational text (through comparison, analogies, or categories). • Identify the topic of each text. • Identify facts or interpretations from each text. • Comprehend texts by thinking about, talking about, and responding to what I read. • Compose a topic sentence that will preview what is to follow. • Organize ideas, concepts, and information into broader categories. • information and examples. • Provide a concluding statement or section that follows from and supports the information or explanation presented. • Use evidence from informational texts to support my analysis, reflection, and research. • Write for shorter time frames (a single sitting or a day or two). • Write over extended time frames (time for research, reflection, and revision).

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments:

Phase V Learning Plan