

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, April 2014**

8th Grade English

Course Essential Questions:

Writing:

How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused 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 and collaborations?

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:

1. How do writers use poetry to express themselves and make connections to readers and the world around them?
2. Why is it important to develop questions for yourself about a poem while reading poetry?

Essential Understanding:

1. Writers use poetry to express themselves and make connections to readers and the world around them through immersion, study, and conversation.
2. Writers use ordinary things, people, and places as topics for poetry. It is important for writers to utilize reading strategies to make meaning out of the poetry they are reading.

<p>3. What are useful forms of organization for narrative poetry writers?</p> <p>4. How do writers improve writing skills by studying works from other authors?</p> <p>5. What is the importance of literary devices in poetry and how do they help convey meaning?</p> <p>6. What makes a writer's notebook entry worth developing into a published piece of writing?</p> <p>7. How does collaborating with others help a writer evaluate their poetry?</p> <p>8. How can editing checklists be used during the revision process to make writing more meaningful?</p> <p>9. How has composing narrative poetry helped students' personal development as writers?</p>	<p>3. Narrative poetry is poetry that tells a story. This poetic form utilizes elements of a narrative, while relying on verse rather than prose. A narrative poem would use topic, theme, voice, viewpoint, moment and ending in its organization.</p> <p>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.</p> <p>5. Figurative language provides a model for writing and creates vivid pictures in the minds of readers, helping to convey a deeper meaning.</p> <p>6. Writers' notebook entries that elicit a strong image, emotion, or moment would be worthy of developing into a published piece.</p> <p>7. Collaborating with other writers helps to encourage risk-taking and delving deeper into emotion and details.</p> <p>8. Editing requires students to evaluate their writing using specific requirements (i.e. word choice, structure, craft, and punctuation)</p> <p>9. Through composing narrative poetry, students will grow as writers by deepening their understanding of narrative writing.</p>
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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.

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

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.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

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

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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.

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

Knowledge/Content I Know....	Skills/Processes I can.....
<ul style="list-style-type: none"> • 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. • Useful forms of organization for narrative poetry include the six elements of narrative verse. • Writers improve writing skills by studying works from other authors. • The importance of literary devices in poetry and how they help to convey meaning. • What makes a writer's notebook entry worth developing into a published piece of writing. • Collaborating with others helps a writer evaluate my poetry. • Editing checklists can be used during the revision process to make writing more meaningful. • Composing narrative poetry helps my development as a writer. • Poetic literary devices that can aid in my production and analysis of narrative poetry: narrative poetry, simile, metaphor, alliteration, theme, repetition, rhythm, theme, analogies, figurative language, stanza, and personification. 	<ul style="list-style-type: none"> • 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. • Explore mentor poems, and use strategies to develop questions for analysis. • 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 using literary devices in my writing. • Analyze narrative structures such as: dialogue, pacing, description and reflection in mentor poems. I can experiment writing with such structures. • Experiment with possible poem ideas using previous notebook entries. • Form Writer's Response Groups to share my poem and determine if the poem conveys the message I am trying to get across. • Evaluate and analyze my poems by using editing checklists to remind myself of strategies I can use to revise my writing. • Effectively publish and celebrate one narrative poem.
Phase III Textbook/Materials	

Textbook:

"The Highway Man"

"The Cremation of Sam McGee"

"Paul Revere's Ride"

"Casey at the Bat"

"Maybe Dat's Youwr Pwoblem Too"

"Remembrance of a Friend"

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:

1. How do students participate in a community of readers?
2. How do readers select "just right" books?
3. What effect does an author's word choice have on the reader?
4. Why is it important to understand various characters' points of view while reading?

Essential Understanding:

1. Readers participate in creating a community of readers through sharing, critiquing, analyzing, and making recommendations.
2. Readers select a "just right" book acknowledging their reading needs, interests, purposes, and goals.
3. Readers analyze the impact of specific word choices on meaning and tone.
4. Readers connect with the main characters by forming opinions about various

<p>5. How do readers analyze character conflict?</p> <p>6. Why are scenes and narration such important driving factors for rising and falling tensions within a storyline?</p> <p>7. How do readers determine a theme in a novel?</p> <p>8. What are the key elements to a book critique?</p> <p>9. How do readers use the information in book critiques or reviews to make decisions about choosing their next book to read?</p>	<p>characters' points of view.</p> <p>5. Readers analyze character conflict by citing literal information and evaluating dialogue related to conflicts.</p> <p>6. Scenes and narration provide a pattern of cause and effect or conflicts that contribute to the rising tension of a situation.</p> <p>7. Readers use textual evidence to determine and support their theory of a theme.</p> <p>8. 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.</p> <p>9. Readers gather information from a variety of book critiques and reviews to make decisions about their next book choice.</p>
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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.

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

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

- RL.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.

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

- RL.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, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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.

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

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.

- SL.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.

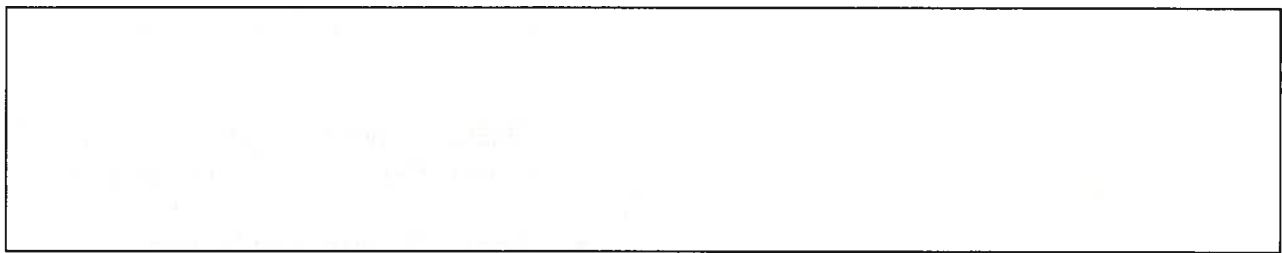
Knowledge/Content I Know...	Skills/Processes..... I Can...
<ul style="list-style-type: none">• A community of readers shares, critiques, analyzes and makes recommendations of books to others.• How to select “just right” books.• The effect word choice has on a reader.• It is important to understand various	<ul style="list-style-type: none">• Come to discussions prepared, having read or researched material under study.• Judge importance of details.• Evaluate the meaning of a selected passage.• Determine the difference between inferred and explicit text.

characters' points of view while reading.

- How to cite literal information that helps to analyze character conflict.
- Scenes and narration are important driving factors for rising and falling tensions within a storyline.
- 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.
- How to use the information in book critiques or reviews to make decisions about choosing my next book to read.
- Understanding the following narrative elements will aid in my comprehension of a text: conflict, dialogue, narration, point of view, perspective, scenes, plotline, setting, tension/suspense, theme, and tone,

- Infer by reasoning.
- Interpret the central theme or idea.
- Discuss, in writing or in a group, how the theme is developed throughout the text.
- 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.
- Examine the relationship of the elements of the text to the development of 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.
- Explain through citing evidence from the text why a character makes a certain decision.
- Determine how the author's word choices develop the tone of the text.
- Identify the point of view of each character and audience/reader.
- Summarize the plot of a modern work of fiction and a myth/traditional/religious work.
- Comprehend texts by thinking about,

	<p>talking about, and responding to what I read.</p> <ul style="list-style-type: none"> • Read and comprehend literature with increasing text complexity and proficiency. • 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. • Establish and maintain a formal (authoritative) style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience. • Write for a wide range of discipline-specific tasks, purposes, and audiences. • 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:

1. How do you construct a persuasive argument?
2. What constitutes effective evidence?
3. How do you write complex commentary?
4. How do you transition between ideas?
5. How do you identify credible sources and cite them correctly?
6. How do you revise?

Essential Understanding:

1. Writers construct a persuasive argument by stating a debatable claim, researching and writing effective evidence and commentary, appropriate to the audience.
2. Effective evidence is factual (from credible sources) and anecdotal from personal observations and experiences.
3. Writers use complex commentary in three ways: connecting the evidence to the claim, showing the significance of the evidence and explaining the evidence.
4. Writers transition between ideas by showing the reader how commentary and evidence are connected and how relationships between ideas are defined.
5. Writers evaluate sources to determine if they are convincing and believable pieces of evidence.

Writers use in-text citations and a works cited page in order to correctly cite their sources.
6. 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.

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

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

- RI.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.

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.

- RI.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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.8.8. 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.

Range of Reading and Level of Text Complexity

10. 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 high end of the grades 6–8 text complexity band independently and proficiently.

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.

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

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.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

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.

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

Knowledge/Content I Know....	Skills/Processes I Can.....
<ul style="list-style-type: none"> • 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. • Understanding the following argumentative writing terms will aid in my ability to produce an effective argumentative document: argument, persuasion, fact, debatable claim, anecdotal evidence, factual evidence, commentary, transitions, topic sentences, and paragraph structure. 	<ul style="list-style-type: none"> • 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 read and comprehend literary nonfiction with increasing text complexity and proficiency.
- 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 compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- I can establish and maintain a formal (authoritative) style.
- I can provide a concluding statement or section that follows from and supports the argument presented.
- I can create writing pieces appropriate to a specific task, specific purpose, and specific audience.
- I can utilize the writing process to develop and strengthen writing.
- I can utilize revising strategies to maintain consistent purpose and audience.
- I can research relevant information from multiple print and digital sources, using search terms effectively.
- I can quote or paraphrase the data and conclusions of others while avoiding

	<p>plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> • I can assess the credibility and accuracy of each source. • 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: <ol style="list-style-type: none"> 1. How do I become a researcher of historical fiction? 2. Why do we read historical fiction? 	Essential Understanding: <ol style="list-style-type: none"> 1. I become a researcher by exploring and reading documents that connect me to the historical event and/or time period. 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. The point of view and perspective are key

3. Why is point of view and perspective key in understanding historical fiction?

4. How do the details aid in understanding historical fiction?

5. How do scenes help to connect to the characters?

6. What is the value in looking at other examples of historical fiction?

7. Why is it important to connect to and analyze events through the character's perspective?

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

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.

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.

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.

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

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

- RL.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.

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.

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

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

- RL.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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.8.7. 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.8.9. 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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.

- SL.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.....
<ul style="list-style-type: none"> • How to become a researcher of historical fiction. • Why we read historical fiction. • Point of view and perspective key are in understanding historical fiction. • How details aid in understanding historical fiction. • How scenes help to connect to the characters. • The value in looking at other examples of historical fiction. • Why it is important to connect to and analyze events through the character's perspective. • Understanding the following narrative 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 	<ul style="list-style-type: none"> • Determine the difference between inferred and explicit text. • Infer by reasoning. • In group discussion, prove my inference by stating the line in the text that supports my findings. • Judge importance of details. • Evaluate the meaning of a selected passage. • 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. • 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. • Read and comprehend literature with increasing text complexity and proficiency. • Write for a wide range of discipline-specific tasks, purposes, and audiences.

	<ul style="list-style-type: none"> • Write for shorter time frames (a single sitting or a day or two). • Come to discussions prepared, having read or researched material under study. • 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. • Respond to others' questions and comments with relevant evidence, observations and ideas. • Acknowledge new information expressed by others. • Justify my views with the evidence presented.
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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

Phase V Learning Plan

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Phase II Curriculum

Unit 5: Literary Essay

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. How do literary essayists write and talk about a text in order to draw inferences between a story's characters and its themes? 	<ol style="list-style-type: none"> 1. Literary essayists develop theories about the author's purpose by noticing author decisions about character, plot, and literary devices such as figurative language. They

<ol style="list-style-type: none"> 2. How do literary essayists test their theories about theme? 3. How do literary essayists create a claim (thesis) about a theme? 4. How do literary essayists use various types of evidence to support their claim (thesis)? 5. How do literary essayists connect evidence to their claim (thesis) to create cohesion? 6. How do literary essayists structure and organize literary essays? 7. How do literary essayists revise and edit to create a cohesive analysis? 	<p>connect these author decisions to draw an inference about its themes.</p> <ol style="list-style-type: none"> 2. Literary essayists look closely at character development, key words, pivotal moments in the plot, and figurative language. They read and re-read to identify connections in the text that confirm or disconfirm their theories, and may change their theories based on the further evidence they identify and connect. 3. Literary essayists create a claim about a theme that can be supported by the evidence they have collected. 4. Literary essayists support their claim and evaluate their evidence through direct quotes, key words, key events, and author's decisions. 5. Literary essayists use quoted, paraphrased and summarized examples, clarifying statements, evidence that connects, evidence related to conflict, evidence related to pivotal moments, and literary devices. They use transitions to create cohesion. 6. Literary essayists organize the reasons that explain their claim in a way that logically builds their argument. This may include chronological order, priority order, compare/contrast, or cause/effect. 7. Literary essayists evaluate their writing using specific requirements (i.e. word choice, structure, craft, and punctuation).
Curriculum Standards	
CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Literature	
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 	

- RL.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.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.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, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Assess how point of view or purpose shapes the content and style of a text.
- RL.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 complex literary and informational texts independently and proficiently.
- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.
- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
 - W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - W.8.1d. Establish and maintain a formal style.
 - W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present

the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. 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”).

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.

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

Knowledge/Content I know...	Skills/Processes I can...
<ul style="list-style-type: none"> • How to write and talk about a text in order to draw inferences between a story's characters and its themes. • How to test my theories about theme. • How to create a claim (thesis) about a theme. • How to use various types of evidence to support my claim (thesis). • How to connect evidence to my claim (thesis) to create cohesion. • How to structure and organize literary essays. • How to revise and edit to create a cohesive analysis. • That understanding the following literary terms will help me analyze a text: theme, theory, evidence, claim, transitions, irony, characterization, author's purpose, and inference. 	<ul style="list-style-type: none"> • Determine how the author's word choices develop the meaning of the text. • Identify figurative language and explain the author's reasoning for using it. • Evaluate how the author's word choices relate to other texts. • Determine the style and main idea of the text. • Identify the point of view of each character and audience/reader. • Compare and contrast each point of view to determine the effect on the audience/reader. • Define the types of irony (situational, dramatic, and verbal). • Justify how these types of irony create such effects as suspense or humor. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency.

- Compose a topic sentence to introduce my position about a particular claim.
- Organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence.
- Demonstrate an understanding of the topic or text using accurate or credible sources.
- Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal (authoritative) style.
- Provide a concluding statement or section that follows from and supports the argument presented
- Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts
- Establish and maintain a formal (authoritative) style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented
- Create writing pieces appropriate to a specific task, specific purpose, and specific audience.
- Utilize the writing process to develop and strengthen writing.
- Utilize revising strategies to maintain consistent purpose and audience.
- Use evidence from literary texts to support my analysis, reflection, and research
- Write for a wide range of discipline-specific tasks, purposes, and audiences.

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 6: Informational Reading	
Essential Questions: <ol style="list-style-type: none"> 1. How does knowing the purpose of an informational text help readers understand the author's claim or intent? 2. Why do authors of informational text use different features to make sure that the readers understand their purpose and intent? 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? 4. How do readers analyze content-specific words and phrases of informational text? 	Essential Understanding: <ol style="list-style-type: none"> 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. 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. 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. Readers can use a variety of techniques to analyze content-specific words. These include using context clues to look for meaning, checking the glossary, and identifying unfamiliar words and other text features, including photographs, illustrations, and/or charts.

<p>5. How can readers figure out or deduce an author's claim, intent or argument in a piece of informational text?</p> <p>6. 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?</p> <p>7. Why is it necessary for authors of informational text to acknowledge opposing viewpoints or opposing evidence?</p> <p>8. Why should readers of informational text look to videos, blogs, digital media, infographs, etc., as well?</p> <p>9. Why do readers of informational text need to look at multiple texts on the topic they are studying?</p>	<p>5. By connecting structural elements and text features, readers must constantly question the author's claim, intent, or argument.</p> <p>6. Using textual evidence and background knowledge, readers can make inferences about the author's claim and the evidence he/she provides.</p> <p>7. Readers know that for an author to sound more credible or genuine, they must articulate the opposing side within their text. This shows readers that the author is aware and knowledgeable about the issue that is being discussed.</p> <p>8. 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.</p> <p>9. In order to be an informed reader on a particular topic, one must read from a variety of authors and a variety of sources.</p>
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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.

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

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

- RI.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.

- RI.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, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices

on meaning and tone, including analogies or allusions to other texts.

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

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.8.8. 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.8.9. 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.

Range of Reading and Level of Text Complexity

10. 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 high end of the grades 6–8 text complexity band independently and proficiently.

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.

- SL.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.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Knowledge/Content I Know...	Skills/Processes I can...
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

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.
- How to determine if the evidence supports the author's claim and has supporting details that align with the claim/main idea.
- It is important to include videos, blogs, 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.

- 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 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 connotative language and explain the author's reasoning for using each.
- Identify the text structure of a specific paragraph
- Identify the author's point of view or purpose.
- Identify the conflicting viewpoints or evidence.
- Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints
- Identify the argument and/or specific claims in a text.
- Identify and assess the evidence to determine relevance
- Identify the topic of each text.

	<ul style="list-style-type: none"> • Identify facts or interpretations from each text. • Identify where the texts disagree on facts or interpretations. • Contrast two texts with conflicting information on the same topic considering facts or interpretations. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literary nonfiction with increasing text complexity and proficiency. • Come to discussions prepared, having read or researched material under study. • 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. • Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally).
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Phase III Textbook/Materials

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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:
<ol style="list-style-type: none"> 1. What are critical issues? 2. What is perspective? 3. What is comparison/contrast? 4. How do you write about an issue that is characterized by two perspectives or sides? 5. How do you select, organize, and analyze information for a reader to learn about a topic? 	<ol style="list-style-type: none"> 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. 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. A comparison/contrast structure looks at both the similarities (compare) and the differences (contrast) within a topic. 4. Writers use a compare/contrast structure in informational essays to consider how things are both alike and different (i.e. perspectives on an issue, a decision to be made like a purchase or voting in an election). 5. Informational essay writers select key facts, details, quotations, and examples to support the central idea in the topic sentence as they draft body paragraphs. They also analyze this information to help the audience make sense of the facts and link them to the central idea. And they use transitions within and between paragraphs to help readers understand the logical flow of ideas.

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.

- RI.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.

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

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.8.9. 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.

Range of Reading and Level of Text Complexity

10. 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 high end of the grades 6–8 text complexity band independently and proficiently.

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.

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

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.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

- 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

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

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.

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

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.

- SL.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.

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

- SL.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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

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.

- L.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.

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Knowledge/Content I know....	Skills/Processes I can.....
<ol style="list-style-type: none"> 1. What makes a critical issue. 2. What a perspective is. 3. What comparison/contrast is. 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. 6. Understanding the following informational/explanatory writing terms will aid in my ability to produce an effective informational essay: objective, critical issues, perspective, brainstorming, prior knowledge, central idea, compare/contrast organization, 	<ul style="list-style-type: none"> • 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 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. • Identify where the texts disagree on facts or interpretations • Contrast two texts with conflicting information on the same topic considering facts or interpretations. • Comprehend texts by thinking about, talking about, and responding to what I

supporting details, and analysis.

read.

- Read close to the high end of the Lexile range 925-1185.
- Compose a topic sentence that will preview what is to follow.
- Organize ideas, concepts, and information into broader categories.
- Research the topic for facts, definitions, concrete details, quotations, or other information and examples.
- 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.
- Establish and maintain a formal (authoritative) style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Create writing pieces appropriate to a specific task, specific purpose, and specific audience.
- Utilize the writing process to develop and strengthen writing.
- Utilize revising strategies to maintain consistent purpose and audience.
- Select from several sources to conduct short research projects to answer a question (including a self-generated question).
- Research relevant information from multiple print and digital sources, using search terms effectively.
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Assess the credibility and accuracy of each source.
- 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	

Phase II Curriculum	
Unit 8: Argument Writing (Opinion-Editorial with Research)	
Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> How do we make our voices heard in a democratic society to create change? What are the components of an effective op-ed piece? How can research strengthen the argument? How does a counterargument strengthen the claims of an op-ed? 	<ol style="list-style-type: none"> Op-eds, if written effectively and persuasively, have the power to change people's minds and spur them to action. Effective op-ed pieces (a type of argument writing) require a balance of logos, ethos, pathos, and kairos. Effective evidence from credible sources aids in strengthening an argument. Counterargument strengthens the claim by allowing the author to disprove the opposing argument.
Curriculum Standards	
CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Informational Text	
Key Ideas and Details <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none"> RI.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.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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.

- RI.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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.8.8. 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.8.9. 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.

Range of Reading and Level of Text Complexity

10. 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 high end of the grades 6–8 text complexity band independently and proficiently.

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.

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

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.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

8. Gather relevant information from multiple print and digital sources, assess the credibility and

accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

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.

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

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.

- SL.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.

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

- SL.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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

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.

- L.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.

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Knowledge/Content

I Know....

Skills/Processes

I Can.....

- A debatable claim is an opinion that is a matter of personal experience and values that must be backed up with evidence to be credible.
- Evidence includes details, facts, and reasons that support a debatable claim.
- Anecdotal Evidence is evidence based on personal observation and experience, often in the form of a brief story. This type of evidence can come from the writer, friends, family, and acquaintances.
- Factual Evidence is data, confirmed facts, and research performed by experts. This type of evidence is found by the writer performing research.
- An issue is a point, matter, or dispute, the decision of which is of special or public importance: political issues.
- A lede is the opening paragraph of an op-ed that contains a hook to draw the reader in; oftentimes, this concerns a link to current events.
- A counterargument is a technique the writer makes to stop potential critics short by acknowledging any flaws in the main argument and/or addressing and refuting potential objections to the main argument.
- A reverse outline is an outline of the structure of an existing text that notes the focus or key claim of each paragraph and each paragraph's purpose in the essay.

- Generate a stance on a local, state, or national issue.
- Determine the credibility of a source.
- Determine topic viability.
- Formulate a debatable claim.
- Identify and employ counterarguments.
- Identify and use writing conventions of a mode
- Identify, sift through, sort, and use evidence.
- Monitor and evaluate my own progress for completing a task.
- Reflection on my writing and make conscious decisions that will improve my piece's clarity, organization, and flow.
- Pinpoint effective search terms.

<p>A viable writing topic is one that the writer:</p> <ul style="list-style-type: none"> • can make an argument for • has enough to say to engage the reader • thinks the reader will care about • can find enough evidence to support a claim regarding • knows will fulfill the expectations of the rubric 	
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p>
Phase V Learning Plan	

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 2014

Honors 8th ELA

Course Essential Questions (from Phase I report):

Writing:

How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused 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 and collaborations?

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: Independent Reading and Reader's Response (ongoing)

Essential Questions:

1. How do readers select books which will challenge and interest them?
2. How does a reader reflect on a piece of literature?
3. How do literary elements employed by authors impact a text and a reader's understanding of it?
4. What skills and strategies are necessary to read independently over a period of time?
5. How does a reader evaluate a piece of literature?

Essential Understanding:

1. Readers select books based on their individual interests and skill set. Good readers also know to evaluate their selection to inform future choices. Readers also benefit from the sharing of titles in order broaden their repertoire of text.
2. Readers identify themes of text to make connections and gain understanding.
3. Authors use literary elements to engage readers while crafting a complex.
4. Readers must plan and set aside time devoted to reading and reflecting on text.

6. How does a reader summarize a piece of literature?	5. Readers analyze authors' style in order to evaluate the effectiveness of a text, in engaging an audience and conveying meaning. 6. Readers summarize literature by showing their understanding of the story through its literary elements.
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Curriculum Standards- DOK noted where applicable with Standards

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

Key Ideas and Details:

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

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

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

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

Text Types and Purposes:

- W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1.D Establish and maintain a formal style.
- W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing:

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9.A Apply grade 8 Reading standards to literature

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

Conventions of Standard English:

- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing
- L.8.2 Demonstrate command of the conventions of Standard English capitalization,

punctuation, and spelling when writing.

LEARNING TARGETS

Knowledge/Content I Know ...

- How to select books that will challenge and reflect my reading level.
- A variety of reading strategies to increase both my comprehension and appreciation of the text.
- How to reflect and appreciate the quality of writing from the literature.
- The necessity of planning reading over a period of time to meet my reading goals.
- How to identify key literary elements for use in a summary of the text.
- How to evaluate the literature to write a book recommendation.
- The rules of citing a novel.
- The rules for formally formatting a paper.

Skills/Processes I Can ...

- Identify the main idea and supporting details in a variety of texts.
- Determine the difference between inferred and explicit text.
- Infer by reasoning.
- In group discussion, prove my inference by stating the line in the text that supports my findings.
- Judge importance of details.
- Evaluate the meaning of a selected passage.
- Interpret the central theme or idea.
- Discuss, in writing or in a group, how the theme is developed throughout the text.
- Identify the problem in the story.
- Describe how characters relate to the problem.
- Examine each character's thoughts and feelings as they relate to the theme.
- Objectively summarize the text.
- Explain through citing evidence from the text why a character makes a certain decision.
- Identify the structure of the text.
- Compare and contrast the structure of two or more texts.
- Determine the style and main idea of the text.
- Analyze how the structure of the text helps to develop the meaning and further explain the style.
- Summarize the plot of a modern work of fiction
- Describe a character through direct/indirect characterization in each type of work.
- Analyze how a modern piece of fiction work develops themes, plot, and character

	<p>types.</p> <ul style="list-style-type: none"> • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency. • Compose a topic sentence to introduce my position about a particular claim. • Organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence. • Demonstrate an understanding of the topic or text using accurate textual evidence. • Compose sentences using various types of sentence structure to create cohesion and clarify the relationships. • Create writing pieces appropriate to a specific task, specific purpose, and • Establish and maintain a formal (authoritative) • Provide a concluding statement or section that follows from and supports the argument presented. • 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. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience. • Utilize the writing process to develop and strengthen writing. • Utilize revising strategies to maintain consistent purpose and audience. • Use evidence from literary texts to support my analysis and reflection. • Correctly cite and format a paper using MLA.
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: Wordly Wise (on-going)	
Essential Questions: <ol style="list-style-type: none"> 1. How do learners master new words? 2. How do readers and writers use new vocabulary? 3. How does knowing the nuances of a new word impact readers and writers? 4. How does understanding the conventions of language help a learner understand and use new words? 	Essential Understanding: <ol style="list-style-type: none"> 1. Learners master new words by understanding meaning, appropriate context for the word, pronunciation and word relationships. 2. Readers use new vocabulary to deepen their comprehension of challenging text. Writers use new vocabulary to select precise language and communicate effectively. 3. Understanding that words have nuances benefits readers and writers by increasing their ability to think critically and write with style and clarity. 4. Understanding the conventions of language helps a learner use new words in the appropriate part of speech, tense and context.
Curriculum Standards- DOK noted where applicable with Standards	
CCSS: English Language Arts 6-12, CCSS: Grade 8, Language Conventions of Standard English: <ul style="list-style-type: none"> • L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.8.2.C Spell correctly. Knowledge of Language: <ul style="list-style-type: none"> • L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	

Vocabulary Acquisition and Use:

- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4.A 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.
- L.8.4.C 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.
- L.8.4.D 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).
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5.B Use the relationship between particular words to better understand each of the words.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING TARGETS**Knowledge/Content****I Know ...**

- There are eight parts of speech which all function differently in a sentence.
- Words can take on multiple forms.
- Words are nuanced to be used in different contexts.
- A variety of strategies to define and master unknown words.
- A synonym is a word that is similar in meaning to another word.
- An antonym is a word that is opposite in meaning.
- The many relationships which exist between words.
- Various types of analogies.
- The standards of conventional English.

Skills/Processes**I Can ...**

- Determine the difference between inferred and explicit text
- Infer by reasoning.
- In group discussion, prove my inference by stating the line in the text that supports my findings.
- Determine the meaning of words and phrases by using context clues.
- Determine the meaning of words and phrases by using context clues.
- Recognize analogies throughout the text.
- Identify connotative language and explain the author's reasoning for using each.
- Comprehend texts by thinking about, talking about, and responding to what I read.
- Read and comprehend literature with increasing text complexity and proficiency.
- Use evidence from informational texts to support my analysis, reflection, and research.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations

	(associations) of words with similar denotations (definitions) <ul style="list-style-type: none"> • Use vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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: Informational Reading: Articles Connecting You to the World (on-going)	
Essential Questions: <ol style="list-style-type: none"> 1. How does knowing the purpose of an informational text help readers understand the author's claim or intent? 2. Why do authors of informational text use different features to make sure that the readers understand their purpose and intent? 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? 4. How do readers analyze content-specific words and phrases of informational text? 	Essential Understanding: <ol style="list-style-type: none"> 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. 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. 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. Readers can use a variety of techniques to analyze content-specific words. These include using context clues to look for meaning, checking the glossary, and identifying unfamiliar words and other text features, including photographs,

<p>5. How can readers figure out or deduce an author's claim, intent or argument in a piece of informational text?</p> <p>6. 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?</p> <p>7. Why is it necessary for authors of informational text to acknowledge opposing viewpoints or opposing evidence?</p> <p>8. How do I evaluate the importance and implications from the text to the world around me?</p>	<p>illustrations, and/or charts.</p> <p>5. By connecting structural elements and text features, readers must constantly question the author's claim, intent, or argument.</p> <p>6. Using textual evidence and background knowledge, readers can make inferences about the author's claim and the evidence he/she provides.</p> <p>7. Readers know that for an author to sound more credible or genuine, they must articulate the opposing side within their text. This shows readers that the author is aware and knowledgeable about the issue that is being discussed.</p> <p>8. Readers use evaluation of the message and ideas of the author, to synthesize its bigger impact while asking themselves questions like why is this important and how does this matter?</p>
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Curriculum Standards- DOK noted where applicable with 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.

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

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

- RI.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.

- RI.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, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.8.8. 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.8.9. 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.

Range of Reading and Level of Text Complexity

10. 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 high end of the grades 6–8 text complexity band independently and proficiently.

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.

- SL.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.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

- How to figure out or deduce an author's claim, intent or argument in a piece of informational text.
- How to determine if the evidence supports the author's claim and has supporting details that align with the claim/main idea.
- It is necessary for authors of informational text to acknowledge opposing viewpoints or opposing evidence.
- It is important to include videos, blogs, 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.

- Objectively summarize the text.
- Identify a specific relationship between 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).
- 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 connotative language and explain the author's reasoning for using each.
- Identify the text structure of a specific paragraph
- Identify the author's point of view or purpose.
- Identify the conflicting viewpoints or evidence.
- Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints
- Identify the argument and/or specific claims in a text.
- Identify and assess the evidence to determine relevance
- Identify the topic of each text.
- Identify facts or interpretations from each text.
- Identify where the texts disagree on facts or interpretations.
- Contrast two texts with conflicting information on the same topic considering facts or interpretations.
- Comprehend texts by thinking about, talking about, and responding to what I read.
- Read and comprehend literary nonfiction with increasing text complexity and proficiency.
- Come to discussions prepared, having read or researched material under study.
- Use my preparation to refer to evidence on the topic, text, or issue to question and reflect on ideas under discussion.

	<ul style="list-style-type: none"> • 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. • Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally).
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: Classics Challenge	
Essential Questions: <ol style="list-style-type: none"> 1. What elements help to define classic literature? 2. What is the value in reading classic literature? 3. How is the approach to reading a classic piece of literature different than the approach to reading for leisure? 4. How do students participate in a community of readers? 5. How does a writer support his or her claim with textual evidence? 	Essential Understanding: <ol style="list-style-type: none"> 1. Elements which help to define classic literature include: longevity, universal appeal, universal theme, complexity and artistic quality. 2. Classic literature challenges the reader while providing insight into timeless themes and human nature. 3. Though classic literature is entertaining, it also serves to challenge a reader. As such, a reader employs reading strategies and techniques conducive to helping them think more deeply about a text. 4. A community of readers can be created through a sharing of reading interests,

<p>6. How does a reader select and present ideas from a text?</p> <p>7. What are the techniques used by effective speakers?</p>	<p>critique, analysis and recommendations.</p> <p>5. Writers thoughtfully select evidence including quotations to prove their position.</p> <p>6. When reading and sharing about literature, readers select information carefully engage an audience without spoiling the reading experience.</p> <p>7. Effective speakers use eye contact, voice inflection, appropriate volume and engaging material to entertain and inform an audience.</p>
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Curriculum Standards- DOK noted where applicable with Standards

CCSS: English Language Arts 6-12, CCSS: Grade 7, 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.

- RL.8.1. Cite several pieces of textual evidence to support 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.

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

Range of Reading and Level of Text Complexity

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

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.

- W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1.D Establish and maintain a formal style.
- W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

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

- W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2.E Establish and maintain a formal style.
- W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

- 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.

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

- W.8.9.A Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

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.

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

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

Presentation of Knowledge and Ideas:

- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

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

Knowledge of Language:

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

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • The elements of a classic piece of literature. • The value of reading classic literature. • A variety of reading strategies to be used for different purposes. • The expectations of being part of a reading community. • A claim is a statement of position on a topic. 	<ul style="list-style-type: none"> • Select a classic piece of literature with the appropriate level of challenge and interest for me. • Determine the difference between inferred and explicit text. • Prove my inference by stating the line in the text that supports my findings. • Judge importance of details. • Evaluate the meaning of a selected

<ul style="list-style-type: none"> • The techniques for presentation include eye contact, voice inflection, volume and engaging ideas. 	<p>passage.</p> <ul style="list-style-type: none"> • Determine key incidents in the plot within a story or drama. • Determine the meaning of words and phrases by using context clues. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency. • Organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence. • Establish and maintain a formal (authoritative) style. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience. • Utilize the writing process to develop and strengthen writing. • Utilize revising strategies to maintain consistent purpose and audience. • Use evidence from literary texts to support my analysis, reflection. • Write for appropriate task, purpose and audience. • Use appropriate eye contact, adequate volume, and clear pronunciation. • Present claims and findings in a coherent manner, providing relevant evidence, sound valid reasoning, and well-chosen details. • Demonstrate command of the conventions of standard English, grammar and usage when speaking.
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: Literary Analysis

Essential Questions:

1. How does analysis of literal text help you make inferences that deepen your understanding of the text?
2. How do literary essayists write and talk about a text in order to draw inferences between a story's characters and its themes?
3. How do literary essayists test their theories about theme?
4. How do literary essayists use various types of evidence to support their claim (thesis)?
5. How do literary essayists connect evidence to their claim (thesis) to create cohesion?
6. How do literary essayists structure and organize literary essays?
7. How do readers and essayists compare multiple pieces of text?
8. How do literary essayists revise and edit to create a cohesive analysis?

Essential Understanding:

1. Readers analyze text to make inferences and draw both understanding and conclusions from the text.
2. Literary essayists develop theories about the author's purpose by noticing author decisions about character, plot, and literary devices. They connect these author decisions to draw an inference about its themes.
3. Literary essayists look closely at character development, key words and pivotal moments in the plot. They read and re-read to identify connections in the text that confirm or disconfirm their theories, and may change their theories based on the further evidence they identify and connect.
4. Literary essayists support their claim and evaluate their evidence through direct quotes, key words, key events, and author's decisions.
5. Literary essayists use quoted, paraphrased and summarized examples, clarifying statements, evidence that connects, evidence related to conflict, evidence related to pivotal moments, and literary devices. They use transitions to create cohesion.
6. Literary essayists organize the reasons that explain their claim in a way that logically builds their argument.
7. Readers and essayists compare multiple

	<p>pieces of text through compare and contrast with the use of multiple literary elements.</p> <p>8. Literary essayists evaluate their writing using specific requirements (i.e. word choice, structure, craft, and punctuation).</p>
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Curriculum Standards- DOK noted where applicable with 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.

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

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

- RL.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.

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

- RL.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, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

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

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

- RL.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 complex literary and informational texts independently and proficiently.

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

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

Text Types and Purposes

- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships

among ideas and concepts.

- W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2.E Establish and maintain a formal style.
- W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

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

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. 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”).

Range of Writing

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

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none">• How to read fiction text and employ reading strategies to gain understanding.• How to write and talk about a text in order to draw inferences between a story’s characters, literary elements and plot line.• How to test my theories about characters and their roles within their story.	<ul style="list-style-type: none">• Identify the main idea and supporting details in a variety of texts.• Determine the difference between inferred and explicit text.• Infer by reasoning.• Judge importance of details.• Quote details in a text that show me the theme.• Identify the point of view of the story.

<ul style="list-style-type: none"> • How to create a claim (thesis) about protagonists and their motives in a story. • How to use various types of evidence to support my claim (thesis). • How to connect evidence to my claim (thesis) to create cohesion. • How to structure and organize literary essays. • How to revise and edit to create a cohesive analysis. • That understanding the following literary terms will help me analyze a text: theme, theory, evidence, claim, transitions, irony, characterization, author's purpose, and inference. 	<ul style="list-style-type: none"> • Examine each character's thoughts and feelings as they relate to the theme. • Examine the relationship of the elements of the text to the development of the theme. • Objectively summarize the text. • Compare and contrast each point of view to determine the effect on the audience/reader. • Identify the theme of a modern work of fiction. • Analyze how a modern work draws themes, plot, and character types. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency. • Identify main idea and supporting details in a variety of texts. • Determine the difference between inferred and explicit texts. • Infer by reasoning. • Prove my inference by stating the line in the text that supports my findings. • Evaluate the meaning of a selected passage. • Analyze the development of the central idea and how it relates the details in the text. • Identify a specific relationship between people, events, ideas, or concepts in informational text. • Identify the author's point of view or purpose. • Identify the conflicting viewpoints or evidence. • Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints. • Judge whether the reasoning is sound or not by citing evidence from the text. • 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.
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	<ul style="list-style-type: none"> • Compose a topic sentence that will preview what is to follow. • Organize ideas, concepts, and information into broader categories. • Research the topic for facts, definitions, concrete details, quotations, or other information and examples. • Establish and maintain a formal (authoritative) style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience • Select from several sources to conduct short research projects to answer a question (including a self-generated question). • Generate additional related focused questions that allow multiple avenues of exploration. • 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. • Use evidence from literary texts and nonfiction texts to support my analysis, reflection, and research.
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: Themes in Literature and Life

Essential Questions:

1. How do themes in literature help to develop your understanding of the world around you?
2. How does a reader approach identifying themes in fiction and nonfiction text?
3. How does a learner use research strategies to most effectively gather resources?
4. How does a reader draw comparison between multiple texts on the basis of theme?
5. How do readers use their writing skills to communicate their thinking about text?

Essential Understanding:

1. Themes in literature demonstrate examples of human nature and human interaction which can aide readers in considering their identity and relationships with others.
2. Readers closely examine text to have a full understanding including the author's deeper message.
3. Researchers use search terms, understanding of credible sources, and MLA formatting to gather and cite information appropriately.
4. Readers identify themes in multiple texts and use similarities and differences between texts to draw conclusions.
5. Readers use writing style and organization to effectively communicate their thinking about text.

Curriculum Standards- DOK noted where applicable with Standards

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

Key Ideas and Details:

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

Integration of Knowledge and Ideas:

- RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character.

Range of Reading and Level of Text Complexity:

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

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

Key Ideas and Details:

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

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

Integration of Knowledge and Ideas:

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 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.
- RI.8.9 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.

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

Text Types and Purposes:

- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2.E Establish and maintain a formal style.
- W.8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing:

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge:

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9.A Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories,

or religious works such as the Bible, including describing how the material is rendered new").

- W.8.9.B Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing:

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

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

Knowledge of Language:

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

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Strategies for reading fiction are different than strategies for reading nonfiction. • The central idea or theme of a text is the author's primary message conveyed and is developed throughout the piece. • The influence real-life has on literature and the implications for real-life in literature. • MLA formatting for citations. • Appropriate conventions for Standard English including formatting for dialogue. • A variety of research strategies including using search terms to gather resources. • The main idea in a nonfiction text is the author's primary purpose for writing and the big idea he/she intends to communicate. 	<ul style="list-style-type: none"> • Determine the difference between inferred and explicit text. • Infer by reasoning. • Judge importance of details. • Quote details in a text that show me the theme. • Identify the point of view of the story. • Examine each character's thoughts and feelings as they relate to the theme. • Examine the relationship of the elements of the text to the development of the theme. • Objectively summarize the text. • Compare and contrast each point of view to determine the effect on the audience/reader. • Identify the theme of a modern work of fiction. • Analyze how a modern work draws themes, plot, and character types. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency. • Identify main idea and supporting details in a variety of texts. • Determine the difference between inferred and explicit texts. • Infer by reasoning. • Prove my inference by stating the line in

	<p>the text that supports my findings.</p> <ul style="list-style-type: none"> • Evaluate the meaning of a selected passage. • Analyze the development of the central idea and how it relates the details in the text. • Identify a specific relationship between people, events, ideas, or concepts in informational text. • Identify the author's point of view or purpose. • Identify the conflicting viewpoints or evidence. • Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints. • Judge whether the reasoning is sound or not by citing evidence from the text. • 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. • Compose a topic sentence that will preview what is to follow. • Organize ideas, concepts, and information into broader categories. • Research the topic for facts, definitions, concrete details, quotations, or other information and examples. • Establish and maintain a formal (authoritative) style. • Provide a concluding statement or section that follows from and supports the information or explanation presented. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience • Select from several sources to conduct short research projects to answer a question (including a self-generated question). • Generate additional related focused questions that allow multiple avenues of exploration. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility
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	<p>and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> • Use evidence from literary texts and nonfiction texts to support my analysis, reflection, and research.
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: Narrative Reading <i>Roll of Thunder, Hear My Cry</i>, Novel Study	
Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. How do students become researchers of historical fiction? 2. Why should students read historical fiction? 3. Why is point of view and perspective key in understanding historical fiction? 	<ol style="list-style-type: none"> 1. Students become a researcher by exploring and reading documents that connect them to the historical event and/or time period. 2. Students read historical fiction to learn and gain understanding about a specific event or time period through the context of a narrative story. 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

<p>4. How do the details aid in understanding historical fiction?</p> <p>5. What is the value in looking at other examples of historical fiction?</p> <p>6. Why is it important to connect to and analyze events through the character's perspective?</p> <p>7. How do theme and characterization help enhance the historical reading experience and broaden a student's deeper understanding of events from the past?</p>	<p>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.</p> <p>5. 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.</p> <p>6. 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.</p> <p>7. Historical fiction texts include characters and themes which provide insight on the struggles, life experiences and value systems of a previous time period.</p>
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Curriculum Standards- DOK noted where applicable with 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.

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

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

- RL.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.

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.

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

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

- RL.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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.8.7. 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.8.9. 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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

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

Texts Types and Purposes:

- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2.E Establish and maintain a formal style.
- W.8.2.F Provide a concluding statement or section that follows from and supports the

information or explanation presented.

Range of Writing

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

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.

- SL.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.

LEARNING TARGETS

**Knowledge/Content
I Know ...**

- How to become a researcher of historical fiction.
- Why we read historical fiction.
- Point of view and perspective key are in understanding historical fiction.
- How details aid in understanding historical fiction.
- How scenes help to connect to the characters.
- The value in looking at other examples of historical fiction.
- Why it is important to connect to and analyze events through the character's perspective.
- Understanding the following narrative 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
- Thematic messages are important in gaining understanding the bigger significance of a historical event.

**Skills/Processes
I Can ...**

- Determine the difference between inferred and explicit text.
- Infer by reasoning.
- In group discussion, prove my inference by stating the line in the text that supports my findings.
- Judge importance of details.
- Evaluate the meaning of a selected passage.
- 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.
- Explain through citing evidence from the text why a character makes a certain decision.
- 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.
- Identify the point of view of each character and audience/reader.
- Compare and contrast each point of view to determine the effect on the audience/reader.
- Comprehend texts by thinking about, talking about, and responding to what I read.

	<ul style="list-style-type: none"> • Read and comprehend literature with increasing text complexity and proficiency. • Utilize formatting, graphics, and multimedia to aid comprehension of relevant content. • Research the topic for facts, definitions, concrete details, quotations, or other information and examples. • Write for a wide range of discipline-specific tasks, purposes, and audiences. • Write for shorter time frames (a single sitting or a day or two). • Come to discussions prepared, having read or researched material under study. • Use my preparation to refer to evidence on the topic, text, or issue to question and reflect on ideas under discussion. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • 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. • Utilize the writing process to develop and strengthen writing. • Utilize revising strategies to maintain consistent purpose and audience. • Follow rules for group discussion and decision-making. • Respond to others' questions and comments with relevant evidence, observations and ideas. • Acknowledge new information expressed by others. <p>Justify my views with the evidence presented.</p>
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	

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Phase II Curriculum	
Unit: Argument Paragraph	
Essential Questions: <ol style="list-style-type: none"> 1. How do you construct a persuasive argument? 2. What constitutes effective evidence? 3. How do you write complex commentary? 4. How do you transition between ideas? 5. How do you identify credible sources and cite them correctly? 6. How do writers engage in the writing process to effectively accomplish the task? 7. How do writers participate in a writing community? 8. How do writers effectively use writing conventions and structure to effectively communicate their ideas? 	Essential Understanding: <ol style="list-style-type: none"> 1. Writers construct a persuasive argument by stating a debatable claim, researching and writing effective evidence and commentary, appropriate to the audience. 2. Effective evidence is factual (from credible sources) and anecdotal from personal observations and experiences. 3. Writers use complex commentary in three ways: connecting the evidence to the claim, showing the significance of the evidence and explaining the evidence. 4. Writers transition between ideas by showing the reader how commentary and evidence are connected and how relationships between ideas are defined. 5. Writers evaluate sources to determine if they are convincing and believable pieces of evidence. Writers use in-text citations and a works cited page in order to correctly cite their sources. 6. Students use conventions of Standard English to present ideas clearly as well as a variety in sentence structure and word choice to engage the reader. 7. Students participate in writing communities to offer feedback and provide support in best communicating their ideas and opinions. In order to effectively participate in writing community students must be willing to share their writing and be critical and specific in their feedback.

8. Students engage in brainstorming, pre-writing, drafting, revising, and editing in order to refine their writing for the task and audience. Students realize writing is a process and may need continuous revision and editing to deliver a clear message.

Curriculum Standards- DOK noted where applicable with 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.

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

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

- RI.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.

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.

- RI.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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.8.8. 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.

Range of Reading and Level of Text Complexity

10. 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 high end of the grades 6–8 text complexity band independently and proficiently.

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.

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

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.

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

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.

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

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Infer by reasoning. • In a group discussion, prove my inference by stating a line in the text that supports my findings. • Evaluate the meaning of a selected passage. • Explain how particular sentences aid in

<ul style="list-style-type: none"> • Understanding the following argumentative writing terms will aid in my ability to produce an effective argumentative document: argument, persuasion, fact, debatable claim, anecdotal evidence, factual evidence, commentary, transitions, topic sentences, and paragraph structure. 	<ul style="list-style-type: none"> developing and refining a key concept. • Identify the argument and/or specific claims in a text. • Identify and assess the evidence to determine relevance. • Identify irrelevant evidence. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literary nonfiction with increasing text complexity and proficiency. • Compose a topic sentence to introduce my position about a particular claim. • Organize the reasons and evidence logically. • Support my claim(s) with logical reasoning and relevant evidence. • Demonstrate an understanding of the topic or text using accurate or credible sources. • Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal (authoritative) style. • Provide a concluding statement or section that follows from and supports the argument presented. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience. • Utilize the writing process to develop and strengthen writing. • Utilize revising strategies to maintain consistent purpose and audience. • Research relevant information from multiple print and digital sources, using search terms effectively. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Assess the credibility and accuracy of each source. • Evidence from informational texts to support my analysis, reflection, and research. • Write for shorter time frames (a single
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	sitting or a day or two). <ul style="list-style-type: none"> • 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: Nonfiction-Multi-Genre Project	
Essential Questions:	Essential Understanding:
1. How do students read and understand nonfiction?	1. Students read nonfiction to gain understanding of a topic by close examination of facts, information, structure and evaluation of relevance.
2. How do students analyze and understand the differences in types of sources and the information that comes from them?	2. Students use their understanding of different genres to identify information from it.
3. How do students research to collect information?	3. Students need to use search terms and knowledge of credible sources to gather information.
4. How can I broaden my idea of what makes a viable source to deepen my understanding of a topic?	4. Readers that understand that images, text, journals...can all convey ideas which can be read and understood through close examination. Readers also understand that reading about ideas through many texts helps to increase the understanding of that idea.
5. How do I compile a variety of sources to convey multiple viewpoints of an idea?	5. Students will research with the purpose of gathering information on one topic to be shown in

	multiple genres and from multiple points of view.
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Curriculum Standards- DOK noted where applicable with Standards

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

Key Ideas and Details:

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

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

Integration of Knowledge and Ideas:

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 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.

Range of Reading and Level of Text Complexity:

- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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

Text Types and Purposes:

- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge:

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

allow for multiple avenues of exploration.

- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Comprehension and Collaboration:

- SL.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.
- SL.8.1.A 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.
- SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.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.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LEARNING TARGETS

Knowledge/Content

I Know ...

- Strategies for reading nonfiction and informational text are different than strategies for reading narrative text.
- Informational text organizes information in a meaningful manner.
- Nonfiction text can still show author's perspective and point of view.
- Topics can be represented through a variety of genres of information.
- MLA formatting for citations.
- How to evaluate the credibility of a source.
- Appropriate conventions for Standard English including formatting for dialogue.
- A variety of research strategies including using search terms to gather resources.
- The main idea in a nonfiction text is the

Skills/Processes

I Can ...

- Identify main idea and supporting details in a variety of texts.
- 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 informational text.
- Evaluate the relationship between people, events, ideas, or concepts in informational text.
- Identify the author's point of view or purpose.

<p>author's primary purpose for writing and the big idea he/she intends to communicate.</p> <ul style="list-style-type: none"> • A portfolio of information on a topic will show the information from a variety of genres, mediums and perspectives. 	<ul style="list-style-type: none"> • Identify the conflicting viewpoints or evidence. • Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints. • Identify the advantages and disadvantages of different mediums. • Determine which type of medium would appropriately present a particular topic or idea. • Identify the argument and/or specific claims in a text. • Identify and assess the evidence to determine relevance. • Identify irrelevant evidence. • Judge whether the reasoning is sound or not by citing evidence from the text. • Identify the topic of each text. • Identify facts or interpretations from each text. • Identify where the texts disagree on facts or interpretations. • Contrast two texts with conflicting information on the same topic considering facts or interpretations. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literary nonfiction with increasing text complexity and proficiency. • Organize ideas, concepts, and information into broader categories. • Utilize formatting, graphics, and multimedia to aid comprehension of relevant content. • Research the topic for facts, definitions, concrete details, quotations, or other information and examples. • Use precise language and domain-specific vocabulary to inform about or explain a topic. • Establish and maintain a formal (authoritative) style. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience. • Select from several sources to conduct
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	<p>short research projects to answer a question (including a self-generated question).</p> <ul style="list-style-type: none"> • Generate additional related focused questions that allow multiple avenues of exploration. • Research relevant information from multiple print and digital sources, using search terms effectively. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Assess the credibility and accuracy of each source. • Use evidence from literary texts to support my analysis, reflection, and research. • Use evidence from informational texts to support my analysis, reflection, and research. • Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally). • Incorporate multimedia components and visual displays to make my information more clear. • Incorporate multimedia components and visual displays to add interest to my presentation or writing. • Incorporate multimedia components and visual displays to make my claims and evidence stronger.
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: American Greats

Essential Questions:

1. What makes great literature?
2. How do an author's experiences impact the literature they write?
3. How does an author show their craft inside their writing?
4. How do readers analyze an author's style?
5. How do I find and support my thinking with relevant details?
6. How do writers engage in the writing process to effectively accomplish the task?
7. How do writers participate in a writing community?
8. How do writers effectively use writing conventions and structure to effectively communicate their ideas?

Essential Understanding:

1. Students will recognize that great literature impacts the reader through emotion, message and unique author's style.
2. Authors use their own life experiences to illicit ideas and mold their writing.
3. Authors use literary elements to entertain the reader and convey the message.
4. Readers analyze an author's style by identifying the literary elements used by the author and their effectiveness in entertaining the reader and conveying a deeper message.
5. Students find support by using Close reading to examine what a text says explicitly and implicitly in order to deepen their support for ideas.
6. Students use conventions of Standard English to present ideas clearly as well as a variety in sentence structure and word choice to engage the reader.
7. Students participate in writing communities to offer feedback and provide support to best communicate their ideas and opinions. In order to effectively participate in writing community, students must be willing to share their writing and be critical and specific in their feedback.
8. Students engage in brainstorming, pre-writing, drafting, revising, and editing in order to refine their writing for the task and audience. Students realize writing is a process and may need continuous revision and editing to deliver a clear message.

Curriculum Standards- DOK noted where applicable with Standards

CCSS: English Language Arts 6-12, CCSS: Grade 8, Reading: Literature**Key Ideas and Details:**

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

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

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

CCSS: English Language Arts 6-12, CCSS: Grade 8, Writing**Text Types and Purposes:**

- W.8.1 Write arguments to support claims with clear reasons and relevant evidence
- W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1.D Establish and maintain a formal style.
- W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing:

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge:

- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9.A Apply grade 8 Reading standards to literature.
- W.8.9.B Apply grade 8 Reading standards to literary nonfiction.

Range of Writing:

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

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

Knowledge of Language:

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

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • The elements of a quality piece of literature. • The value of reading well known authors and their writing. • A variety of reading strategies to be used for different purposes. • The expectations of being part of a reading and writing community. • A claim is a statement of position on a topic. • Literary elements used by authors to allow them to craft a piece of literature. • Research strategies to help me gather information effectively. • How to write persuasively with textual evidence to support my position. 	<ul style="list-style-type: none"> • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Identify the main idea and supporting details in a variety of texts. • Determine the difference between inferred and explicit text. • Infer by reasoning. • In group discussion, prove my inference by stating the line in the text that supports my findings. • Judge importance of details. • Evaluate the meaning of a selected passage. • 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. • Interpret the central theme or idea • Discuss, in writing or in a group, how the theme is developed throughout the text. • 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. • Examine the relationship of the elements of the text to the development of the

	<p>theme.</p> <ul style="list-style-type: none"> • 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. • Explain through citing evidence from the text why a character makes a certain decision. • Determine the style and main idea of the text. • Identify the point of view of each character and audience/reader. • Compare and contrast each point of view to determine the effect on the audience/reader. • Define the types of irony (situational, dramatic, and verbal). • Justify how these types of irony create such effects as suspense or humor. • Describe a character through direct/indirect characterization in each type of work. • Comprehend texts by thinking about, talking about, and responding to what I read. • Read and comprehend literature with increasing text complexity and proficiency. • Write arguments to support claims with clear reasons and relevant evidence. • Compose a topic sentence to introduce my position about a particular claim. • Organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence. • Demonstrate an understanding of the topic or text using accurate or credible sources. • Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal (authoritative) style. • Provide a concluding statement or section that follows from and supports the
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	<p>argument presented.</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Create writing pieces appropriate to a specific task, specific purpose, and specific audience. • 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. • Utilize the writing process to develop and strengthen writing. • Utilize revising strategies to maintain consistent purpose and audience. • Utilize technology to produce and publish writing. • Utilize technology to produce and publish writing while interacting and collaborating with others. • Select from several sources to conduct short research projects to answer a question (including a self-generated question). • Research relevant information from multiple print and digital sources, using search terms effectively. • Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Assess the credibility and accuracy of each source. • Use evidence from literary texts to support my analysis, reflection, and research. • Write over extended time frames (time for research, reflection, and revision). • Come to discussions prepared, having read or researched material under study. • 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. • Respond to others' questions and comments with relevant evidence, observations and ideas.
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	<ul style="list-style-type: none"> Justify my views with the evidence presented.
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	