

8<sup>th</sup> Grade

English Language Arts  
Curriculum

May 2017

ALPHA PUBLIC SCHOOL: 8<sup>th</sup> Grade ELA

CONTENT TOPICS and TIME	ESSENTIAL QUESTIONS	OBJECTIVES/LEARNING TARGETS	STANDARDS	ASSESSMENTS	RESOURCES
<p><b>MP 1 Collection 1: Culture &amp; Belonging</b></p>	<p>How do People develop their own identity within a new culture?</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>RL 1 RL 2 RL 3 RL 4 RL 9 RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 7 RI 8 W 2 W 4 W 7 W 8 W 9 W 10 SL 1 SL 2 SL 4 SL 5 L 1 L 3 L 4 L 6</p>	<p><b>Story Assessments</b></p> <p>Collection Performance Tasks</p> <p><b>Unit Assessments</b></p> <p><b>Performance Activities</b></p> <ul style="list-style-type: none"> <li>● Writing Activity: Summary</li> <li>● Writing Activity: Narrative</li> <li>● Research Activity: Explanation</li> <li>● Writing Activity: Report</li> <li>● Media Activity: Video</li> <li>● Speaking Activity: Discussion</li> </ul>	<p><b>Anchor Text</b> Short Story by Jean Davies Okimoto "My Favorite Chaperone"</p> <p><b>Close Reader</b> Short Story by Alma Luz Villanueva "Golden Glass"</p> <p>Personal Essay by Jean-Pierre Benoit "Bonne Année"</p> <p>Research Study by Scott Bittle and Jonathan Rockkind "A Place to Call Home"</p> <p><b>Close Reader</b> Essay by Naisha Jackson "What to Bring"</p> <p><b>Anchor Text</b> Memoir by Kao Kalia Yang from The Latehomecomer</p> <p><b>Close Reader</b> Memoir by Susan Power "Museum Indians"</p> <p>Documentary directed by Lisa Gossels New Immigrants Share Their Stories</p> <p>Poem by Sherman Alexie "Powwow at the End of the World"</p>

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		<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>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.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Engage effectively in a range of collaborative</p>			

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<p><b>MP 1-2 Collection 2: The Thrill of Horror</b></p>	<p>Why does the horror genre both terrify and fascinate us?</p>	<p>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.</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>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.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>RL 1 RL 3 RL 4 RL 6 RL 7 RL 9 RI 1 RI 2</p>	<p>Story Tests Collection Performance Tasks Unit Tests Performance Activities</p>	<p><b>Anchor Text</b> Short Story by Edgar Allan Poe "The Tell-Tale Heart"  <b>Close Reader</b> Short Story by H.P. Lovecraft "The Outsider"</p>

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		<p>setting, and plot; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Integration of Knowledge and Ideas:</p> <p>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.</p> <p>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.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Integration of Knowledge and Ideas:</p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	RI 3 RI 4 RI 6 RI 7 W 2 W 3 W 4 W 7 W 8 W 9 W 10 SL 1 SL 2 SL 3 SL 4 SL 5 SL 6 L 1 L 2 L 3 L 4	<ul style="list-style-type: none"> <li>• Writing Activity: Narrative</li> <li>• Speaking Activity: Debate</li> <li>• Writing Activity: Report</li> <li>• Media Activity: Storyboard</li> <li>• Speaking Activity: Discussion</li> </ul>	<p>Essay by Jackie Torrence "Scary Tales"</p> <p>Short Story by W.W. Jacobs "The Monkey's Paw"</p> <p>Close Reader Poem by Edward Field "Frankenstein"</p> <p>Film by Ricky Lewis Jr. The Monkey's Paw</p> <p>Anchor Text Literary Criticism by Sharon A. Russell "What is the Horror Genre?"</p> <p>Close Reader Essay by Daniel Cohen "Man-Made Monsters"</p>

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		<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p>Analyze the purpose of information presented</p>			

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		<p>in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas:</p> <p>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.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>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.)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
<p><b>MP 2 Collection 3:</b> <b>The Move Toward Freedom</b></p>	<p>What was the quest for freedom that led to the American Civil War?</p>		<p>RL 1 RL 3 RL 4 RL 5</p>	<p>Story Tests Collection Performance Tasks</p>	<p>Anchor Text Autobiography by Frederick Douglass from Narrative of the Life of</p>

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		<p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>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</p>	<p>RL 6 RI 1 RI 3 RI 4 RI 5 RI 6 W 2 W 7 W 8 W 9 SL 1 SL 2 SL 4 SL 6 L 1 L 3 L 4 L 5 L 6</p>	<p><b>Unit Test</b></p> <p><b>Performance Activities:</b></p> <ul style="list-style-type: none"> <li>• Writing Activity: Literary Analysis</li> <li>• Speaking Activity: Speech</li> <li>• Speaking Activity: Informative Report</li> <li>• Writing Activity: Informative Essay</li> <li>• Speaking Activity: Respond by Speaking</li> </ul>	<p>Frederick Douglass, an American Slave</p> <p><b>Close Reader</b> Biography by Russell Freedman "My Friend Douglass"</p> <p>Biography by Ann Petry from Harriet Tubman: Conductor on the Underground Railroad</p> <p><b>Anchor Text</b> Historical Fiction by Ray Bradbury "The Drummer Boy of Shiloh"</p> <p><b>Close Reader</b> Short Story by Stephen Crane "A Mystery of Heroism"</p> <p>History Writing by James L. Swanson from Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis</p> <p><b>Close Reader</b> Journal Entries by Louisa May Alcott "Civil War Journal"</p> <p>Poem by Walt Whitman "O Captain! My Captain!"</p>



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		<p>of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>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.</p> <p>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.)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			

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<p><b>MP 4 Collection 4: Approaching Adulthood</b></p>	<p>What happens during the passage from childhood to adulthood?</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>RL 1 RL 2 RL 3 RL 4 RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 7 RI 8 RI 9 W 2 W 4 W 7 W 9 W 10 SL 2 SL 3 SL 4 SL 5 SL 6 L 1 L 4 L 6</p>	<p>Story tests</p> <p>Collection Performance Tasks</p> <p>Unit Test</p> <p>Performance Activities</p> <ul style="list-style-type: none"> <li>• Writing Activity: Literary Analysis</li> <li>• Speaking Activity: Response to Literature</li> <li>• Speaking Activity: Debate</li> <li>• Writing Activity: Argument</li> <li>• Media Activity: Public Service Announcement</li> </ul>	<p><b>Anchor Text</b> Short Story by Eugenia Collier "Marigolds"</p> <p><b>Close Reader</b> Short Story by Anne Estevis "The Whistle"</p> <p>Poem by Audre Lorde "Hanging Fire"</p> <p>Poem by Pat Mora "Teenagers"</p> <p><b>Close Reader</b> Poem by Julio Noboa Polanco "Identity"</p> <p>Poem by Janet S. Wong "Hard on the Gas"</p> <p><b>Anchor Text</b> Arguments from "Room for Debate" in the New York Times "When Do Kids Become Adults?"</p> <p><b>Close Reader</b> History Article by Naoki Tanaka "Much Too Young to Work So Hard"</p> <p>Article by Robert Davis "Is 16 Too Young to Drive a Car?"</p> <p>Article by Allison Aubrey "Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens"</p> <p>Public Service Announcement "Your Phone Can Wait"</p> <p>Poster "Driving Distracted"</p>

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		<p>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:</p> <p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>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.</p> <p>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.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.)</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>			

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		<p>purposes, and audiences.</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas:</p> <p>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.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>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.)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			

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<p><b>MP 3 &amp; 4 Collection 5: Anne Frank's Legacy</b></p>	<p>What was the lasting impact of a young girl and her diary?</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p><b>Craft and Structure:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant</p>	<p>RI 1 RI 3 RI 4 RI 5 RI 6 RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 8 W 1 W 2 W 4 W 7 W 8 W 9 W 10 SL 1 SL 4 SL 6 L 2 L 4 L 6</p>	<p>Story tests</p> <p><b>Collection Performance Tasks</b></p> <p><b>Unit Test</b></p> <p><b>Performance Activities</b></p> <ul style="list-style-type: none"> <li>• Speaking Activity: Response to Literature</li> <li>• Speaking Activity: Narrative</li> <li>• Writing Activity: Analysis</li> <li>• Speaking Activity: Discussion</li> <li>• Writing Activity: Analysis</li> </ul>	<p><b>Anchor Text</b></p> <p>Drama by Frances Goodrich and Albert Hackett The Diary of Anne Frank</p> <p><b>Close Reader</b></p> <p>Drama by Frances Goodrich and Albert Hackett The Diary of Anne Frank; Act I, Scenes 1 and 2</p> <p>Diary by Anne Frank from <i>The Diary of a Young Girl</i></p> <p>Literary Criticism by Francine Prose from Anne Frank: The Book, The Life, The Afterlife</p> <p>Speech by Elie Wiesel "After Auschwitz"</p> <p>Poem by Wislawa Szymborska "There But for the Grace"</p>

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		<p>and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Write arguments to support claims with clear reasons and relevant evidence</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p>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.</p>			

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<p><b>MP 4 Collection 6: The Value of Work</b></p>	<p>What are the benefits and challenges of becoming a worker?</p>	<p>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.)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>RL 1 RL 2 RL 3 RL 4 RL 5 RL 6 RI 1 RI 2 RI 4 RI 5 RI 6 RI 8 W 4 W 9 W 10 SL 1 SL 4 SL 5 L 1 L 2 L 4 L 5</p>	<p>Story tests Collection Performance Tasks Unit Test Performance Activities</p> <ul style="list-style-type: none"> <li>• Writing Activity: Analysis</li> <li>• Speaking Activity: Presentation</li> <li>• Speaking Activity: Argument</li> <li>• Writing Activity: Compare and Contrast Essay</li> </ul>	<p><b>Anchor Text</b> Novel by Mark Twain from The Adventures of Tom Sawyer</p> <p><b>Close Reader</b> Short Story by Ray Bradbury "The Flying Machine" Graphic Story by Bernard Krugstein "The Flying Machine"</p> <p>Memoir by Gary Soto "One Last Time"</p> <p><b>Close Reader</b> Biography by Jim Haskins "The Real McCoy"</p> <p>Argument by Anne Michaud "Teens Need Jobs, Not Just Cash"</p> <p>Argument from The Record-Journal "Teens at Work"</p> <p><b>Anchor Text</b> Poem by Carl Sandburg "Chicago" Poem by Rhina P. Espalliat</p>

CONTENT TOPICS and TIME	ESSENTIAL QUESTIONS	OBJECTIVES/LEARNING TARGETS	STANDARDS	ASSESSMENTS	RESOURCES
		<p>created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Integration of Knowledge and Ideas:</p> <p>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.</p> <p>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.)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p>			<p>"Find Work" Poem by Rita Dove "My Mother Enters the Work Force"</p> <p>Close Reader Poem by Marge Piercy "To Be of Use" Poem by Simon J. Ortiz "A Story of How a Wall Stands"</p>



CONTENT TOPICS and TIME	ESSENTIAL QUESTIONS	OBJECTIVES/LEARNING TARGETS	STANDARDS	ASSESSMENTS	RESOURCES
		<p>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.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			

## Grade 8 ELA Appendix

Suggested Resources MP #1-4	Interdisciplinary Content	Benchmark MP #1-4	Technology MP #1-4	Differentiation: IEPs, 504s, ELL & G & T MP #1-4	21st Century Skills / Career MP #1-4
<ul style="list-style-type: none"> <li>-Scholastic Scope Online</li> <li>-Science World</li> <li>-Junior Scholastic</li> <li>-IXL</li> </ul>	<ul style="list-style-type: none"> <li>-Math- The Mathematics of Great Ancient Buildings Research Paper <b>(MP#2)</b></li> <li>-Mathematics and Technology Research Paper <b>(MP#3)</b></li> <li>-Mathematics in Probabilities Research Paper <b>(MP#1)</b></li> <li>-Fundamental Mathematical Theorems Research Paper <b>(MP#4)</b></li> <li>-Science World Current Events Essays <b>(MP#1-4)</b></li> <li>-Global Warming / Climate Change Research Papers <b>(MP#3)</b></li> <li>-Nuclear Energy Persuasive Essays</li> </ul>	<ul style="list-style-type: none"> <li>-Close Reading Activities</li> <li>-Critical Thinking Activities</li> <li>-Making Inferences Activities</li> <li>-Analysis Essays</li> <li>-IXL</li> </ul>	<ul style="list-style-type: none"> <li>-Scholastic Scope online</li> <li>-IXL</li> </ul>	<ul style="list-style-type: none"> <li>-Publisher text available on audio CD</li> <li>-open source, or read by teacher/peer group</li> <li>-Copy of notes/study guides</li> <li>-Modified quizzes and tests</li> <li>-Use of graphic organizers</li> <li>-Writing process checklists</li> <li>-Assistance with writing process, especially editing</li> <li>-Voice typing</li> <li>-Use of Google docs comments for editing</li> </ul>	<ul style="list-style-type: none"> <li>-CRP.4- Communicate clearly and effectively and with reason</li> <li>-CRP.6- Demonstrate creativity and innovation</li> <li>-CRP.7- Employ valid and reliable research strategies</li> </ul>

	<p>and Debates <b>(MP#2)</b></p> <ul style="list-style-type: none"> <li>-Types of Energy Advantages / Disadvantages Research Papers <b>(MP#4)</b></li> <li>-Government Access to DNA Databases / Records Debate <b>(MP#3)</b></li> <li>-Junior Scholastic Current Events Essays <b>(MP#1-4)</b></li> <li>-American History Biography Activities <b>(MP#1-4)</b></li> <li>-American History Literature Activities <b>(MP#1-4)</b></li> </ul>			<p>ELL-</p> <ul style="list-style-type: none"> <li>-Pre-teach</li> <li>-Non-linguistic cues</li> <li>-Sentence frames</li> <li>-Visual aids</li> <li>-Manipulatives</li> <li>-Graphic organizers</li> </ul> <p>Use of educational websites:</p> <p><a href="http://www.storylineonline.net">www.storylineonline.net</a></p> <p><a href="http://www.colorincolorado.org/">www.colorincolorado.org/</a></p>	
				<p>G&amp;T-</p> <p><a href="https://www.grammaropolis.com/">https://www.grammaropolis.com/</a></p> <p>Grammaropolis is a fun,</p>	

				<p>interactive site that helps students learn about the parts of speech. <a href="https://www.bbc.com/bitesize/topics/zhrd2p">https://www.bbc.com/bitesize/topics/zhrd2p</a> Questionaut is a Math, English and Science game from the BBC. The premise of the game is your standard question/answer delivery, but what I really like about this game is twofold. One, the artwork, created by</p>
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				<p><u>Amanita Design</u>, is amazing. You could get lost in just looking at all the beautiful details. The second thing that really brings this educational game to a higher level, in my book, is that students will have to work and explore to be given the questions. Within each level, the player will need to complete a series of</p>	
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