

8 th Grade - Unit 1				
How does one overcome challenges?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	3- Analyze characters/events 6 – Analyze point of view	3 – Narrative 5 – Writing Process	1 – Prepare and participate	1 – Grammar and usage 5-Figurative language 6 –Word choice
Topical Essential Questions	How and when should text evidence be used to demonstrate understanding?	How do writers organize narrative pieces?	How do writers use literary elements and devices in their writing?	How does point of view impact a reader’s interpretation?
Enduring Understandings	Readers use text evidence that allows for inferences and logical conclusions and provides experiences in close reading for explicit and implicit details.	Writers follow a plot-line or storyboard to include an exposition, rising action, climax, falling action, resolution, closing. Writers will use a sequence that makes sense such as chronological.	Writers use elements such as plot, theme, conflict, setting, characterization, style, mood, and tone. They use devices such as figurative language, imagery, irony, flashbacks, foreshadowing, and dialogue.	Readers can determine author’s purpose and theme by identifying and evaluating the point of view.
Assessments	Formative		Summative	
	Diagnostic Evidence-based Selective Response Point of View RAFT Writer’s/Reader’s Notebook		Narrative RAFT- Overcoming Challenges Fictional Descriptive Narrative <i>*Additional Summative Assessments developed by the grade level per building</i>	
Learning Targets	I can determine appropriate text evidence to support my claims and ideas. I can embed explicit text evidence in my writing. I can develop original narratives using specific organizational strategies and narrative techniques. I can continue the development of a plot line from various points of view. I can annotate a text using a variety of levels of questioning to determine main ideas and details. I can analyze the point of view to determine author’s purpose and theme.			

	<p>I can produce clear and coherent narratives using a variety of techniques. I can analyze an author’s purpose for diction choice ie. Figurative language, connotative meaning, analogies, allusions. I can analyze how dialogue or incidents in a story or drama propel the action. I can determine the theme or central idea of a text. I can make inference, visualize and predict about character development, theme, tone and mood. I can engage and orient the reader using point of view, narrator and characters. I can organize an event sequence that unfolds naturally and logically. I can develop a narrative using multiple literary elements.</p>	
<p>Essential Vocabulary</p>	<p>Tier Two</p>	<p>Tier Three</p>
	<p>Analysis / Analyze Cite Explicit Implicit Textual Evidence Interpretation Inference Introduce Organize Compose Develop Decide Define Narrate Convey Predict Capture</p>	<p>Point of View – 1st person, 3rd person Personal Narrative Conclusion Figurative Language: Irony, Imagery, Flashback, Foreshadowing, Mood, Tone Style Adjectives: comparative and superlative adjectives Tense Theme Emerge Incident Physical description Provoke Story elements: Characterization, Conflict, Plot/Plot-line, Dialogue, Resolution, Climax, Episode, Theme Subordinate character Suspense Author’s purpose</p>
<p>Recommended Text</p>		

8 th Grade - Unit 2				
What are the challenges of heroism?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	3 – Analyze events/lines 5-Analyze structure	2 – Informative/Explanatory 1 – Argument 7- Research (1 pagers) 8 – Gather evidence	2 – Presentation purpose	4 - Meaning of unknown and multiple-meaning words and phrases
Topical Essential Questions	How does a reader gain information from a text?	How do writers find quality source material and document it properly?	How can speaking and listening skills improve a person’s ability to comprehend and make a claim?	How do writers develop informational text?
Enduring Understandings	Readers are informed through the analysis, inference and evaluation of context, text structures and text features.	Writers identify credible/authoritative sources and use MLA format to document these resources correctly using a works cited page.	Listeners analyze the main idea and details presented by others to allow for conversation and collaboration to support their position.	Writers organize their writing by including the following: *thesis statement *several body paragraphs which include main idea, explanation, and elaboration with appropriate transitions *a conclusion paragraph
Assessments	Formative		Summative	
	Expository Quick-writes Citations Graphic Organizer Writer’s/Reader’s Notebook		Expository Essay – Challenges Philosophical Chairs <i>*Additional Summative Assessments developed by the grade level per building</i>	
Learning Targets	I can accurately identify the source of my information and correctly cite it in my writing. I can determine and utilize the author’s purpose from a variety of text structure and features. I can support my claim with logical and convincing reasoning.			

	<p>I can explain why my evidence is relevant to my claim. I can analyze the structure and purpose of a text. I can create questions and locate key textual evidence to contribute to a discussion. I can combine sentences using conjunctions. I can gather relevant information from print and digital sources and assess the credibility and accuracy of each source, and quote or paraphrase the data while avoiding plagiarism and following a standard citation format.</p>		
<p>Essential Vocabulary</p>	<p>Tier Two</p>		<p>Tier Three</p>
	<p>Compare / Contrast Problem/Solution Descriptive Collaborate Source Reference Infer Define Explain Evaluate</p>	<p>Link Compose Stimulate Importance Initiate Engage Elicit Request</p>	<p>Expository Informational Argumentative Philosophical Claim Subordinate conjunctions Verbs: Indicative, imperative, interrogative, conditional, subjunctive) Paraphrase Gerunds Infinitives Objective summary</p>
<p>Recommended Text</p>			

8 th Grade - Unit 3				
What are world-wide challenges people face?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	7- Analyze in two different mediums 8- Delineate/evaluate argument and claims 9-Analyze source material	1- Argument 2-Informative/explanatory 8- Gather sources	3-Evaluate speaker’s point of view 4-Presentation of information 5-Make strategic use of digital media	1, 2 – Conventions
Topical Essential Questions	How do readers identify and analyze argumentative techniques?	What elements do speakers include in order to persuade their audience?	How do writers create an argument using a clear concise claim with adequate evidence, elaboration, and acknowledgment of a counterclaim?	What techniques do writers use to deliver their message?
Enduring Understandings	Readers identify the claim, sub-claims, and counterclaims then detect inaccurate or exaggerated evidence and faulty reasoning and logic.	Speakers use appropriate eye contact, adequate volume, and clear pronunciation while integrating multimedia and visual displays to present a claim.	Writers collect relevant evidence while providing substantial elaboration and acknowledgement of a counterclaim in a well-organized format.	Writers use transitions and syntax results in a cohesive, focused composition.
Assessments	Formative		Summative	
	On-demand writing Debates Socratic Seminars Reflections Writer’s/Reader’s Notebook		Evidence-based Argument Presentation – (group or solo) <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p>Learning Targets</p>	<p>I can detect faulty reasoning and logic. I can present to others using multimedia and visual displays. I can connect relevant evidence. I can use a variety of transitions. I can use a variety of sentence structures. I can evaluate the argument and claims in a text assessing sound reasoning, relevant and sufficient evidence and recognize irrelevant information. I can evaluate advantages and disadvantages of using different mediums (print, digital, video, multi-media) to present a particular topic or idea. I can introduce claim(s), acknowledge opposing claims and organize the reasoning logically. I can support claim(s) with logical reasoning and relevant evidence, using accurate credible sources. I can analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p>	
<p>Essential Vocabulary</p>	<p style="text-align: center;">Tier Two</p> <p>Plan Revise Formal Reasoning Select Delineate Navigate Persevere Paraphrase Manipulate Tailor Shift Plagiarize Acknowledge</p>	<p style="text-align: center;">Tier Three</p> <p>Influence interaction Counter-claim Degree of certainty Impact Page format Juxtaposition Footnote Subliminal message Position Understatement Viewpoint Stereotype8</p>
<p>Recommended Text</p>		

8 th Grade - Unit 4				
How does understanding challenges of the past influence the future?				
Standards	Reading – Literary/Informational Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Writing Produce clear and consistent writing appropriate to task, purpose and audience.	Speaking & Listening Present and respond to information appropriate to task, purpose and audience.	Language/Conventions Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	7-Analyze in two different mediums	1- Argument 8-Gather sources	3-Evaluate speaker’s point of view 2-Diverse media	6 – Word choice
Topical Essential Questions	How do readers analyze a variety of eras and genres of literature?	How does an author craft his or her interpretation of characters, people and/or events?	How does word choice affect the meaning of a message?	What literary elements does a writer use to engage and inform a reader of their intended purpose?
Enduring Understandings	Readers identify universal themes that can be examined through literary analysis.	A text provides the landscape of the character or event which allows a reader to question and investigate the event and people.	Writers use word nuances to alter the readers’ interpretation of the text.	Writers craft their text using tone, mood, and point of view to develop the theme.
Assessments	Formative		Summative	
	Compare/Contrast Pieces Writer’s/Reader’s Notebook Presentation		Literary Analysis Multi-genre Presentation/Scrapbook <i>*Additional Summative Assessments developed by the grade level per building</i>	
Learning Targets	I can analyze how modern fiction draws on themes, events, and characters from myths, traditional stories and religious works. I can gather relevant information from print and digital sources and assess the credibility and accuracy of each source, and quote or paraphrase the data while avoiding plagiarism and following a standard citation format. I can identify the structure of different texts including genre and how it contributes to the meaning of the piece. I can analyze Universal Themes. I can create a thematic presentation.			

	<p>I can assess word choice and author’s style in a piece of literature. I can read and write at grade level.</p>	
<p>Essential Vocabulary</p>	<p>Tier Two</p>	<p>Tier Three</p>
	<p>Construct Varied Exemplify Adapt Adjust Design Conceptualize Illustrate Link</p>	<p>Association Biblical Allusion Soliloquy Sonnet Subplot Tempo Written Exchange Dramatic Irony Humor Universal Theme Multi-genre Tone Mood Traditional Stories</p>
<p>Recommended Text</p>		