

# 8th Grade Language Arts Frameworks 2015-2020-----updated 6/25/19

## 8th Grade - Unit 1 (Assessments 1 & 2) Semester 1 (1st 9 weeks)

### Theme: What are world-wide challenges people face?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	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.
<b>Instructional Focus Standards</b>	7- Analyze in two different mediums 8- Delineate/evaluate argument and claims 9-Analyze source material 6- Acknowledge/respond to counterclaims	1- Argument 2-Informative/explanatory 8- Gather sources	1- Engage in discussion 3-Evaluate speaker's point of view	1, 2 – Conventions
<b>Topical Essential Questions</b>	How do readers identify and analyze argumentative techniques?	How do writers create an argument using a clear concise claim with adequate evidence, elaboration, and acknowledgment of a counterclaim?	What elements do speakers include in order to persuade their audience?	What techniques do writers use to deliver their message?
<b>Enduring Understandings</b>	Readers identify the claim, sub-claims, and counterclaims then detect inaccurate or exaggerated evidence and faulty reasoning and logic.	Writers identify credible/authoritative sources and use MLA format to document these resources correctly if using a works cited page.	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.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	<ul style="list-style-type: none"> <li>● The Rhetorical Appeals (Ethos, Logos, Pathos)</li> <li>● The Rhetorical Triangle (how those appeals interact)</li> <li>● Parts of an argument</li> <li>● Bias, Facts and Opinions</li> <li>● Structure of a commentary or an editorial</li> <li>● Find evidence to defend their opinion on a topic</li> <li>● Write coherently</li> <li>● Techniques used in the media: Persuasive techniques, Fallacies, Propaganda</li> <li>● Cause and effects of challenges/issues faced world-wide</li> <li>● Research using search engines and databases to find relevant facts and evidence for support</li> </ul>		<ol style="list-style-type: none"> <li><b>1. Investigative Research</b> <ol style="list-style-type: none"> <li>a. Evaluate the text (reading)</li> <li>b. Write (Evaluation of research)</li> <li>c. Speaking- (Conversation)</li> </ol> </li> <li><b>2. Editorial/Commentary</b> <ol style="list-style-type: none"> <li>a. Evaluate (speaking &amp; writing)</li> <li>b. Write</li> <li>c. Listening- evaluate speaker</li> </ol> </li> </ol>	
<b>Learning Targets</b>	-I can identify the side of an argument an author presents in a text. -I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). -I can identify claims that are supported by facts(s) and those that are opinion(s). -I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument. -I can delineate and evaluate an argument using evidence an author provides and determine if the evidence provided is relevant and sufficient to			

	<p>support the claim.</p> <ul style="list-style-type: none"> <li>-I can define point of view as how the author feels about the situation/topic of a text.</li> <li>-I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text.</li> <li>-I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints</li> <li>-I can identify a topic that causes or has caused a debate in society.</li> <li>-I can choose a side of the argument and identify reasons that support my choice.</li> <li>-I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.</li> <li>-I can support my argument with textual evidence ("word for word" support) found in credible sources.</li> <li>-I can acknowledge counterclaims (opposing claims) in my argument.</li> <li>-I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best.</li> <li>-I can analyze the info, identify vocab specific to my topic, and organize information into broader categories using my chosen structure(s).</li> <li>-I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.</li> <li>-I can come prepared with key points and textual evidence to contribute to a discussion.</li> <li>-I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others.</li> <li>-I can track the progress of a discussion and recognize when the discussion is getting off-topic.</li> <li>-I can make relevant observations and use my ideas and comments to further the discussion.</li> <li>-I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others.</li> <li>-I can identify the side of an argument a speaker presents.</li> <li>-I can determine the credibility of a speaker and his/her purpose.</li> <li>-I can identify claims that are supported by fact(s) and those that are opinion(s).</li> <li>-I can evaluate if a speaker's argument is reasonable (sound) using evidence he/she provides to support his/her claims.</li> <li>-I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim.</li> </ul>
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<b>Vocabulary Suggestions</b>	<b>Tier 2</b>	<b>Tier 3</b>
	Paraphrase Tailor Plagiarize	Acknowledge Formal/Informal Delineate  Fallacy Position Viewpoint Influence

<b>Recommended Text</b>	<p><b>Study Sync Skill Lessons in Unit 2:</b></p> <p>Skill- Media in Dear Miss Breed          Skill- Media in Nobel Prize Acceptance Speech          Blast- Twisted Tongues          Skill: Textual Evidence          Skill: Arguments &amp; Claims          Skill: Reasons &amp; Evidence</p> <p><b>NewsELA-</b> Search current issues</p> <p style="text-align: right;"><b>Research site dealing with current issues faced across the world</b>  <a href="http://www.un.org/en/sections/issues-depth/global-issues-overview/">http://www.un.org/en/sections/issues-depth/global-issues-overview/</a></p> <p style="text-align: right;"><b>StudySync Stories/Poems/Texts dealing with some issues faced World-Wide.</b></p> <p style="text-align: right;">Abuela Invents the Zero          Home          A Celebration of Grandfathers          Mother to Son          Born Worker          Mandatory Volunteer Work For Teenagers          A Poison Tree</p>
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## **ESL resource ESCALATE:**

### **Unit 3: The March Toward Freedom**

The Language of Freedom., 92–93; from The Grand Mosque of Paris, 98–105; I Want to Be a Freedom Rider, 106–107; Talking About Freedom, 108–111;

Joe Bailey's Freedom, 112–117

### **Unit 6: The Value of Work**

The Language of Working, 218–219; Interview with Babe Secoli from Working, 224–229; What Work Means, 236–239; Mother Jones and the Children's Crusade, 240–245

**Detect Faulty reasoning:** SE: Reading Toolbox: Features of an Argument, 240; Problem and Solution, 242; Reading an Argument, 254; Writing Activity: Write an Argument, 241; Argument, 255; Listening Toolbox: Listening to an Argument, 241

TE: Reading Toolbox: Features of an Argument, 784; Problem and Solution, 798; Reading an Argument, 831; Writing Activity: Write Both Sides of an Argument, 663; Listening Toolbox: Listening to an Argument, 794

**Connect relevant evidence:** SE: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox: Check Your Sources, 195; Writing Activity: Search Terms, 213; Research report: Gather Your Sources, 215; Written Argument: Find Reasons, 257; Reasons and Evidence, 258; Present Strong Evidence, 259;

TE: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699; Written Argument: Find Reasons, 841; Reasons and Evidence, 844; also see: Writing Activity: Write an Argument, 790; Argument, 834

**Transitions:** SE: Short Story: Transitions, 89; Informative Essay: Structure, 133, 134; Written Argument: Transitions, 257

TE: Short Story: Transitions, 275; Informative Essay: Structure (subheadings and links between ideas), 417, 420; Written Argument: Transitions, 841

**Sentence Structure:** SE: Edit, 47, 89, 135, 217, 259; The Sentence and Its Parts, R38, R52; The Structure of Sentences, R56; Writing Complete Sentences, R57

TE: Edit, 140, 282, 428, 710, 852

**Evaluate Argument:** SE: Reading Toolbox: Features of an Argument, 240; Problem and Solution, 242; Reading an Argument, 254; Writing Activity: Write an Argument, 241; Argument, 255; Listening Toolbox: Listening to an Argument, 241

TE: Reading Toolbox: Features of an Argument, 784; Problem and Solution, 798; Reading an Argument, 831; Writing Activity: Write Both Sides of an Argument, 663; Listening Toolbox: Listening to an Argument, 794

**Claim & Support:** SE: Written Argument: Find Reasons, 257; Reasons and Evidence, 258; Present Strong Evidence, 259; also see: Writing Activity: Write an Argument, 241; Argument, 255

TE: Written Argument: Find Reasons, 841; Reasons/ Evidence, 844; also see: Writing Activity: Write an Argument, 790; Argument, 834

**Analyze presented info:** SE: Language Cam Video, 8–9, 55, 96–97, 143, 187, 225

TE: View and Compare and Contrast, 21, 165, 307, 453, 606–607, 735

**Sources & Citing:** SE: Research Report, 214–217; also see: Reading Toolbox: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox:

Check Your Sources, 195; Writing Activity: Search Terms, 213

TE: Research report: Take notes, Make an outline, 699; also see: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699

# 8th Grade Language Arts Frameworks 2015-2020-----updated 6/25/19

## 8th Grade - Unit 2 (Assessments 3 & 4) Semester 1 (2nd 9 weeks)

### Theme: What are the challenges of heroism?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	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.
<b>Instructional Focus Standards</b>	3 – Analyze events/lines 5-Analyze structure	2 – Informative/Explanatory 7- Research 8 – Gather evidence	2 – Presentation purpose 4-Presentation of information 5-Make strategic use of digital media	4 - Meaning of unknown and multiple-meaning words and phrases
<b>Topical Essential Questions</b>	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?
<b>Enduring Understandings</b>	Readers are informed through the analysis, inference and evaluation of context, text structures and text features.	Writers integrate multimedia and visual displays to present a claim	Listeners analyze the main idea and details presented by others to allow for conversation and collaboration to support their position	Writers organize their writing
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Elements of an argument Claim, reasons, evidence, elaboration Fact/Opinion and Bias Evaluate an author’s argument/information Evaluate validity/credibility of evidence and information presented in research Include reasoning (elaboration) that helps explain the evidence. Techniques used in the media actively listen to public speeches Structure of broadcasts Elements of an infographic Design and Style Elements/Visual representation of facts Inferencing of charts and pictures		<b>1. Infographic</b> a. Research b. Create c. Analyze  <b>2. Broadcast</b> a. Analysis (of Broadcasts) b. Write Script c. Speaking- present broadcast	
<b>Learning Targets</b>	-I can identify the side of an argument an author presents in a text. -I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). -I can identify claims that are supported by facts(s) and those that are opinion(s). -I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument.			

- I can delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient to support the claim.
- I can analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept.
- I can analyze and explain how the role of particular sentences help to develop and refine the author's key concept.
- I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best.
- I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure(s).
- I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.
- I can come prepared with key points and textual evidence to contribute to a discussion.
- I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others.
- I can track the progress of a discussion and recognize when the discussion is getting off-topic.
- I can make relevant observations and use my ideas and comments to further the discussion.
- I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others.
- I can determine salient (important/key) points and emphasize them when presenting my claims and/or findings.
- I can support my claims and/or findings with relevant evidence, sound valid reasoning, and well-chosen details.
- I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.

<b>Vocabulary Suggestions</b>	<b>Tier 2</b>	<b>Tier 3</b>
	Inference Purpose Evaluate Design	Justify Analysis Integrate

<b>Recommended Text</b>	<b>StudySync BLASTS:</b> "On Air" "Reaching the Masses" <b>Skill Lesson in Unit 2:</b> Skill: Informational Text Structure (Remarks in Memory of the Victims of the Holocaust) <b>Skill lesson Unit 3:</b> Skill: Textual Evidence (Chasing Lincoln's Killer)  <b>NewsELA-</b> Search for news journalism;	<b>StudySync Stories/Poems/ Texts to read and investigate heroic qualities if using this theme. (Your choice) Units 2 &amp; 4</b> Anne Frank Boy in the Striped Pajamas Growing up in Hitler's Shadow Parallel Journeys Dear Miss Breed Blast: A Model of Courage Narrative of the Life of Frederick Douglass, An American Slave Paul Revere's Ride Sullivan Ballou Letter The Red Badge of Courage Chasing Lincoln's Killer
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**ESL resource ESCALATE:**

**Unit 3:** The March Toward Freedom

The Language of Freedom., 92–93; from The Grand Mosque of Paris, 98–105; I Want to Be a Freedom Rider, 106–107; Talking About Freedom, 108–111  
Joe Bailey’s Freedom, 112–117

**Unit 5:** Personal Legacy

The Language of Legacy, 182–183; Life of the Party from Breaking In, 188–195; The United States Supreme Court, 196–197; “Satchmo”—The Father of Jazz, 198–203; Mahatma Gandhi, 204–211

Author’s Purpose: SE: Research Report, 214–217; also see: Reading Toolbox: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox: Check Your Sources, 195; Writing Activity: Search Terms, 213

TE: Research report: Take notes, Make an outline, 699; also see: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699

Claim & Support: SE: Written Argument: Find Reasons, 257; Reasons and Evidence, 258; Present Strong Evidence, 259; also see: Writing Activity: Write an Argument, 241; Argument, 255

TE: Written Argument: Find Reasons, 841; Reasons/ Evidence, 844; also see: Writing Activity: Write an Argument, 790; Argument, 834

Relevance of evidence: SE: Written Argument: Reasons and Evidence, 257, 258; also see: Writing Activity: Write an Argument, 241; Argument, 255

TE: Written Argument: Reasons and Evidence, 844; also see: Writing Activity: Write an Argument, 790; Argument, 834

Text Structure/Purpose: SE: Reading Toolbox: Determining Author’s Purpose, 98; Features of an Argument, 240; Problem and Solution, 242; Reading an Argument, 254; Writing Activity: Write an Argument, 241; Argument, 255

TE: Reading Toolbox: Author’s Purpose, 312; Reading Toolbox: Features of an Argument, 784; Problem and Solution, 798; Reading an Argument, 831; Writing Activity: Write Both Sides of an Argument, 663; Listening Toolbox: Listening to an Argument, 794

Discussion: SE: Speaking Toolbox: Use Academic Language, 121; Group Discussion, 212; Listening Toolbox: Active Listening, 29, 117, 131, 165, 213; Collaborative Discussion (informational text), 20, 23, 29, 33, 59, 75, 104, 111, 116, 121, 154, 161, 165, 195, 203, 231, 237, 240, 246; Collaborative Discussion (narrative text), 14, 42, 61, 67, 71, 84, 107, 130–131, 149, 157, 174, 197, 212, 235, 254; Speaking Activity: Discussion, 43

TE: Active Listening, 81, 372, 410, 527, 693; Listening to an Argument, 794; Collaborative Discussion (examples), 21, 35, 56, 64, 100, 118, 179, 192, 193, 223, 260, 300, 324, 351, 406, 446, 453, 486, 499, 527, 606, 623, 640, 63, 659, 686, 728, 735, 751, 767, 779, 784, 808

Conjunctions: SE: Conjunctions, R37, R40, R53, R55, R56, R58

TE: Conjunctions, 16, 20

Relevant info from digital sources: SE: Research Report, 214–217; also see: Reading Toolbox: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox: Check Your Sources, 195; Writing Activity: Search Terms, 213

TE: Research report: Take notes, Make an outline, 699; also see: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699

## 8th Grade ELA Frameworks 2015-2020-----updated 6/25/19

### 8th Grade - Unit 3 (Assessments 5&6) Semester 2 (1st nine weeks)

**Theme: How does understanding challenges of the past influence the future?**

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	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.
<b>Instructional Focus Standards</b>	4-Determine meanings of words/phrases (figurative language) 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.	2- Explanatory/Analysis	2 – Presentation purpose	1 –English grammar and usage 2- Conventions
<b>Topical Essential Questions</b>	How does an author use poetic devices to create meaning and tone?	How can a writer use evidence and reasoning to support a thesis?.	How does an author use arrangement of words to create meaning?	What literary elements does a writer use to engage and inform a reader of their intended purpose?
<b>Enduring Understandings</b>	Choice and placement of words and phrases can help create meaning.	Writers use word nuances to alter the readers' interpretation of the text	Understand how to write an analysis essay.	Writers use transitions and syntax results in a cohesive, focused composition.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	<ul style="list-style-type: none"> <li>● Stories/text about challenges that were faced by people in the past</li> <li>● Why writers use various sentence structures</li> <li>● Evaluate texts for authors' use of syntax.</li> <li>● How author's syntax creates meaning.</li> <li>● Include valid evidence from the text</li> <li>● Use reasoning to elaborate the evidence</li> <li>● Poetic devices: rhyme, repetition, meter, figurative language, allusions, Imagery, tone, analogies, allusions</li> <li>● Poetry analysis tools</li> <li>● Word choice- figurative/literal, connotative/denotative, etc</li> </ul>		<ol style="list-style-type: none"> <li>1. <b>Syntax Analysis</b> <ol style="list-style-type: none"> <li>d. Evaluate the syntax in text (reading)</li> <li>e. Write (Analysis of syntax)</li> <li>f. Conventions- (in the analysis)</li> </ol> </li> <li>2. <b>Poetry Analysis</b> <ol style="list-style-type: none"> <li>a. Analysis (of Broadcasts)</li> <li>b. Write Script</li> <li>c. Speaking- present broadcast</li> </ol> </li> </ol>	
<b>Learning Targets</b>	<p>-I can compare (analyze the similarities) and contrast (analyze the differences) structures found in two or more texts.</p> <p>-I can analyze the differing structures of two or more text and determine how the differences affect the overall meaning and style of each text.</p> <p>-I can infer why an author chose to present his/her text using a particular structure.</p>			

	<p>-I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</p> <p>-I can distinguish between literal language and figures of speech.</p> <p>-I can recognize the difference between denotative meanings and connotative meaning.</p> <p>-I can analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>-I can define, identify and analyze authors' use of analogies (comparisons between two things that are similar) and allusions (indirect references to other texts).</p> <p>-I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best.</p> <p>-I can analyze the info, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure(s).</p> <p>-I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.</p> <p>-I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).</p> <p>-I can determine when to use a comma or commas to indicate a pause or a break.</p> <p>-I can determine when to use an ellipsis to indicate a pause or a break</p> <p>-I can determine when to use a dash or dashes to indicate a pause or a break</p> <p>-I can use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence</p> <p>-I can identify misspelled words and use resources to assist me in spelling correctly.</p> <p>-I can identify and correct inappropriate shifts in verb voice and mood</p>																					
<p><b>Vocabulary Suggestions</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Construct</td> <td style="width: 50%;">Design</td> </tr> <tr> <td>Varied</td> <td>Conceptualize</td> </tr> <tr> <td>Exemplify</td> <td>Illustrate</td> </tr> <tr> <td>Adapt</td> <td>Link</td> </tr> </table>	Construct	Design	Varied	Conceptualize	Exemplify	Illustrate	Adapt	Link	<p style="text-align: center;"><b>Tier 3</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Irony</td> <td style="width: 50%;">Syntactical Devices</td> </tr> <tr> <td>Allusion</td> <td>Scheme/Trope</td> </tr> <tr> <td>Analogy</td> <td>Tone</td> </tr> <tr> <td>Tempo</td> <td>Mood</td> </tr> <tr> <td>Syntax</td> <td>Punctuation (ellipses, em-dash, semicolon, etc)</td> </tr> <tr> <td colspan="2">Sentence structure (simple, compound, complex, compound-complex)</td> </tr> </table>	Irony	Syntactical Devices	Allusion	Scheme/Trope	Analogy	Tone	Tempo	Mood	Syntax	Punctuation (ellipses, em-dash, semicolon, etc)	Sentence structure (simple, compound, complex, compound-complex)	
Construct	Design																					
Varied	Conceptualize																					
Exemplify	Illustrate																					
Adapt	Link																					
Irony	Syntactical Devices																					
Allusion	Scheme/Trope																					
Analogy	Tone																					
Tempo	Mood																					
Syntax	Punctuation (ellipses, em-dash, semicolon, etc)																					
Sentence structure (simple, compound, complex, compound-complex)																						
<p><b>Recommended Text</b></p>	<p><b>Study Sync Skill lessons:</b></p> <p>Skill- VERBS: Active and Passive Voice (grade 8)</p> <p>Skill- SENTENCE STRUCTURE: Simple and Complex sentences (grade 8)</p> <p>Skill- Commas with Compound sentences (grade 8)</p> <p>Skill- Complex and Compound-Complex Sentences (grade 8)</p> <p>Skill- SENTENCE STRUCTURE: Run-on Sentences (grade 8)</p> <p><b>Study Sync Stories/Poems/ Texts to read and investigate how syntax creates meaning (past challenges). Unit 4</b></p> <p>Narrative of the Life of Frederick Douglass, An American Slave</p> <p>Across Five Aprils</p> <p>Paul Revere's Ride</p> <p>Sullivan Ballou Letter</p> <p>The Red Badge of Courage</p> <p>Chasing Lincoln's Killer</p> <p>House Divided</p> <p>Speech to the Ohio Women's Conference: And Ain't I a Woman</p> <p>Civil War Journal</p> <p>Gettysburg Address</p> <p>O Captain! My Captain!</p> <p><b>Study Sync Skill lessons:</b></p> <ul style="list-style-type: none"> <li>● Skill- Figurative Language: Paul Revere's Ride</li> <li>● Skill- Allusion: A Poison Tree</li> <li>● Skill- Alliteration, assonance, consonance: Ozymandias (grade 9)</li> <li>● Skill- Poetic Elements: The Cremation of Sam McGee (grade 7)</li> <li>● Skill- Spotlight: Tone (grade 8)</li> </ul> <p><b>Study Sync Poems</b></p> <ul style="list-style-type: none"> <li>● Annabel Lee (unit 1)</li> <li>● The Bells (unit 1)</li> <li>● Mother to Son (unit 3)</li> <li>● Ode to Thanks (unit 3)</li> <li>● Little Boy Lost &amp; Little Boy Found (unit 3)</li> <li>● A Poison Tree (unit 3)</li> <li>● Paul Revere's Ride (unit 4)</li> <li>● O Captain My Captain (unit 4)</li> <li>● Jabberwocky (search in Library)</li> </ul> <p><b>NewsELA-</b> Search "Poetry"</p> <p><b>NewsELA-</b> Search for any event from history about the Civil War (will be analyzing for syntax/description/meaning)</p>																					



BLAST- The Civil War

BLAST- Fresh Start

**ESL resource ESCALATE:**

**Unit 3:** The March Toward Freedom

The Language of Freedom., 92–93; from The Grand Mosque of Paris, 98–105; I Want to Be a Freedom Rider, 106–107; Talking About Freedom, 108–111; Joe Bailey’s Freedom, 112–117

**Unit 5:** Personal Legacy

The Language of Legacy, 182–183; Life of the Party from Breaking In, 188–195; The United States Supreme Court, 196–197; “Satchmo”—The Father of Jazz, 198–203; Mahatma Gandhi, 204–211

Genres: SE: Horror Story, 60–61; Folktale, 156–157; also see: Classic Fiction, 76–85, 122–131, 166–175

TE: Horror Story, 183–185; Folktale, 494–495; also see: Classic Fiction, 246– 253, 392–403, 536–547

Credibility/Reliability: SE: Research Report, 214–217; also see: Reading Toolbox: Reading Toolbox: Using Quotations, 111; Sources, 188; Research Toolbox: Check Your Sources, 195 Writing Activity: Search Terms, 213

TE: Research report: Take notes, Make an outline, 699; also see: Reading Toolbox: Using Quotations, 351; Sources, 610; Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research

report:

Gather Your Sources, 699

Text Structure: SE: Reading Toolbox: Poetic Form, 68; Determining Style Elements: Mood, Tone, and Language Choice, 24; Write an Essay About Your Favorite Genre of Literature, 161

TE: Reading Toolbox: Poetic Form, 211; Write an Essay About Your Favorite Genre of Literature, 513

Universal Themes: SE: Setting a Purpose, 76; Writing Activity: Short Response, 84; Comparing Texts (Theme), 235

TE: Why this text? (themes), 231, 537; Close Read: Theme, 236; Vocabulary of Misfortune, 548; Comparing Texts (Theme), 767; Connect Image and Theme, 580, 718; Connecting Word and Theme, 581, 719; Analyze Theme, 683

**ESL resource ESCALATE:**

Thematic Presentation: SE: Speaking Toolbox: Presentation, 21; Oral Presentations, 155; Speak Out! 29, 71, 75, 85, 105, 117, 121, 131, 161, 165, 175, 212, 241

TE: Speaking Toolbox: Presentation, 57; Speaking Activity: Oral Presentation, 491; Speak Out! 29, 71, 75, 85, 105, 117, 121, 131, 161, 165, 175, 212, 241

Author’s Style: SE: Reading Toolbox: Poetic Form, 68; Determining Style Elements : Mood, Tone, and Language Choice, 24; Write an Essay About Your Favorite Genre of Literature, 161

TE: Reading Toolbox: Poetic Form, 211; Write an Essay About Your Favorite Genre of Literature, 513

Read/Write at Grade Level: SE: Reading Toolbox: Determine Central Idea and Details, 104; Summarizing a Text, 33; Summarizing, 198; also see: Making Inferences, 154; Analyzing The Text: Make Inferences, 116, 165; Download (informative), 16, 22, 24, 30, 56, 72, 98, 108, 112, 118, 150, 158, 162, 188, 198, 226, 236, 238, 242; Download (narrative), 10, 34, 60, 62, 68, 76, 98, 106, 122, 144, 156, 166, 196, 210, 232, 248

TE: Reading Toolbox: Determine Central Idea and Details, 324; Summarizing a Text, 100; also see: Making Inferences, 486; Analyzing the Text: Make Inferences, 369, 527; Explore the Topic (examples), 43–45, 50–53, 56–57, 60–61, 64–65, 68–69, 74–78, 81–82, 85–86, 89, 92–95, 100–101, 170–171, 174–176, 179–180, 183, 231–232, 234–237, 242–243, 610–616, 619–620, 623, 628, 631–632, 648–649, 652–656, 659–660, 663

## 8th Grade ELA Frameworks 2015-2020-----updated 6/25/19

### 8th Grade - Unit 4 (Assessments 7 & 8) Semester 2 (2nd nine weeks)

#### Theme: How does one overcome challenges?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
<b>Standards (Reporting Strands)</b>	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.
<b>Instructional Focus Standards</b>	2-Determine a theme or central idea of a text and analyze its development 3- Analyze characters/events 6 – Analyze point of view	1- Explanatory/Analysis 3 – Narrative 5 – Writing Process	1 – Prepare and participate	3 – knowledge of language and its conventions 2- Conventions 5-Figurative language 6 –Word choice
<b>Topical Essential Questions</b>	How do readers analyze a variety of eras and genres of literature?	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?
<b>Enduring Understanding s</b>	Readers identify universal themes that can be examined through literary analysis.  Understand how the various genres are alike and different.	Writers craft their text using tone, mood, and point of view to develop the theme.  Understand how authors use elements of suspense to create anxiety in the readers	A text provides the landscape of the character or event which allows a reader to question and investigate the event and people.  Understand how a genre can be used to best communicate a theme	Readers can determine author’s purpose and theme by identifying and evaluating the point of view.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	The definition of a theme and a universal theme. How the theme is developed in various genres. The elements of various genres elements/devices Evaluate texts for the elements of the genre. Analysis essay structure. Using valid evidence from the text Use reasoning to elaborate the evidence	Various archetypes Characterization Literary  Suspense elements Purpose of dialogue	<b>1. Genre Analysis</b> <ol style="list-style-type: none"> <li>a. Analysis of theme &amp; genre elements (reading)</li> <li>b. Write (Constructed response)</li> <li>c. Conventions- figurative language, word relationships</li> </ol> <b>2. Suspenseful Narrative</b> <ol style="list-style-type: none"> <li>a. Analysis of dialogue(reading)</li> <li>b. Write Story</li> <li>c. Conventions- consistency in mood and tense</li> </ol>	
<b>Learning Targets</b>	-I can define central idea and theme & how an author’s use of details conveys one theme in a text -I can analyze how supporting ideas contribute to the development of a theme over the course of a text. -I can choose a side of the argument and identify reasons that support my		-I can signal changes in time and place by using transition words, phrases, & clauses to show relationships among experiences and events. -I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure	

	<p>choice.</p> <ul style="list-style-type: none"> <li>-I can determine the credibility of a source and the accuracy of the details presented in the source.</li> <li>-I can analyze how a particular incident in a story or drama propels the action and/or provokes a decision</li> <li>-I can recognize how making a change to one line of dialogue or one incident could affect the actions, aspects of a character, or decisions</li> <li>-I can support my argument with textual evidence (“word for word” support) and reasoning (analysis).</li> <li>-I can acknowledge counterclaims (opposing claims) in my argument.</li> <li>-I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.</li> <li>-I can engage the reader by introduction the narrator (first, second or third person point of view), characters, setting, and the event that starts the story in motion.</li> <li>-I can use narrative techniques (dialogue, pacing, description, reflection) to develop a storyline where one event logically leads to another.</li> <li>-I can use descriptive words and phrases that appeal to the senses, capture action, and help my reader understand the experiences and events (create mind pictures).</li> </ul>	<ul style="list-style-type: none"> <li>-I can define and identify various forms of figurative language and distinguish between literal language and figures of speech</li> <li>-I can recognize word relationships and use the relationships to further understand multiple words (e.g., sympathetic/apathetic).</li> <li>-I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meaning</li> <li>-I can create sentences with verbs in the active voice and in the passive voice to achieve a particular effect.</li> <li>-I can create sentences with verbs in the conditional mood, and subjunctive mood to achieve a particular effect.</li> <li>-I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).</li> <li>-I can determine when to use a comma or commas to indicate a pause or a break.</li> <li>-I can determine when to use an ellipsis to indicate a pause or a break</li> <li>-I can determine when to use a dash or dashes to indicate a pause or a break</li> <li>-I can use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence</li> <li>-I can identify misspelled words and use resources to assist me in spelling correctly.</li> </ul>																														
<p><b>Vocabulary Suggestions</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Analysis / Analyze</td> <td style="width: 50%;">Cite</td> </tr> <tr> <td>Interpretation</td> <td>Inference</td> </tr> <tr> <td>Introduce</td> <td></td> </tr> <tr> <td>Organize</td> <td>Compose</td> </tr> <tr> <td>Develop</td> <td>Decide</td> </tr> <tr> <td>Define</td> <td>Narrate</td> </tr> <tr> <td>Convey</td> <td>Predict</td> </tr> <tr> <td>Capture</td> <td>Provoke</td> </tr> </table>	Analysis / Analyze	Cite	Interpretation	Inference	Introduce		Organize	Compose	Develop	Decide	Define	Narrate	Convey	Predict	Capture	Provoke	<p style="text-align: center;"><b>Tier 3</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Point of View</td> <td style="width: 50%;">Author’s purpose</td> </tr> <tr> <td>Figurative Language</td> <td>Suspense</td> </tr> <tr> <td>Style</td> <td>Theme</td> </tr> <tr> <td colspan="2">Adjectives: <i>comparative and superlative</i></td> </tr> <tr> <td colspan="2">Tense</td> </tr> <tr> <td colspan="2">Story elements: <i>Characterization, Conflict, Plot/Plot-line, Dialogue, Resolution, Climax, Episode</i></td> </tr> <tr> <td colspan="2">Subordinate character</td> </tr> </table>	Point of View	Author’s purpose	Figurative Language	Suspense	Style	Theme	Adjectives: <i>comparative and superlative</i>		Tense		Story elements: <i>Characterization, Conflict, Plot/Plot-line, Dialogue, Resolution, Climax, Episode</i>		Subordinate character	
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**Recommended Text**

**Study Sync Skill lessons:**

- Skill-Spotlight: Theme (grade 8)

**Study Sync** Texts of various genres (search in library tab) You can also search the library tab by the genre and these titles plus more will show up.

- Ender's Game (Sci Fi)
- The Sound of Thunder (Sci Fi)
- A Wrinkle in Time (Sci Fi)
- Alice in Wonderland (Fantasy)
- A Bridge to Terabithia (Fantasy)
- Dragonsong (Fantasy)
- The Odyssey (Mythology)
- Heroes Every Child Should Know: Perseus (Mythology)
- Icarus and Daedalus Mythology)
- A Long Walk to Water (Historical Fiction)
- Chains (Historical Fiction)
- Aesop's Fables (Fable)
- Strange Stories from the Lodge of Leisures (Fables)

**ESL resource ESCALATE:**

**Unit 3:** The March Toward Freedom

The Language of Freedom., 92–93; from The Grand Mosque of Paris, 98–105; I Want to Be a Freedom Rider, 106–107; Talking About Freedom, 108–111; Joe Bailey's Freedom, 112–117

**Unit 4:** Approaching Adulthood

The Language of Adolescence, 138–139; Rocker Girl, 143; The Quinceañera Text, 144–149; Before They Were Presidents, 150–155

Text Evidence: SE: Reading Toolbox: Using Quotations, 111; Sources, 188;

Research Toolbox: Check Your Sources, 195; Writing Activity: Search Terms, 213; Research report: Gather Sources, 215

TE: Reading Toolbox: Using Quotations, 351; Sources, 610;

Research Toolbox: Check Your Sources, 628; Writing Activity: Search Terms, 693; Research report: Gather Your Sources, 699

Narrative organization: SE: Performance Activity: Short Story, 86–89; Writing

Activity: Twist Ending, 71; Graphic Novel Panels, 130; Narrative, 149

TE: Performance Task: Short Story, 270–271, 274–275, 278–279, 282–283, 286; Writing Activity: Twist Ending, 227; Graphic Novel Panels, 407; Narrative, 470

Plot: SE: Short Story: Point of View, 87, 89; Writing Activity: Twist Ending, 71; Graphic Novel Panels, 130; Narrative, 149

TE: Short Story: Point of View, 271; Writing Activity: Twist Ending, 227; Graphic Novel Panels, 407; Narrative, 470

Annotate: SE: Reading Toolbox: Determine Central Idea and Details, 104;

Summarizing a Text, 33; Summarizing, 198; also see: Making Inferences, 154; Analyzing the Text: Make Inferences, 116, 165; Download (informative), 16, 22, 24, 30, 56, 72, 98, 108, 112, 118, 150, 158, 162, 188, 198, 226, 236, 238, 242; Download (narrative), 10,

**Study Sync Skill lessons:**

- Skill-Character: Abuela Invents the Zero
- Skill- Character: Across Five Aprils
- Skill- Character: Lord of the Flies
- Skill- Writing Dialogue (grade 8)

**Study Sync Suspense Unit 1**

BLAST- Suspense

Annabel Lee

The Monkey's Paw

The Bells

Sorry, Wrong Number

BLAST- When Fear Becomes a

Phobia

A Night to Remember

Let 'em Play God

Cujo

The Raven (9th grade unit)

Lord of the Flies

Ten Days in a Madhouse

The Tell Tale Heart

**ESL resource ESCALATE:**

Point of view/Purpose: SE: Reading Toolbox: Determining Author's Purpose, 98; Features of an Argument, 240; Problem and Solution, 242; Reading an Argument, 254; Writing Activity: Write an Argument, 241; Argument, 255; Analyzing Style Elements: Mood, Tone, and Point of View, 144; Point of View & Narrator, 10, 54, 149

TE: Reading Toolbox: Author's Purpose, 312; Reading Toolbox: Features of an Argument, 784; Problem and Solution, 798; Reading an Argument, 831; Writing Activity: Write Both Sides of an Argument, 663; Listening Toolbox: Listening to an Argument, 794; Analyzing Style Elements: Mood, Tone, and Point of View, 458; Point of View and Narrator,

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Language: SE: Irony, 68, R78; Idioms, 69, 194, 227; Idiomatic Expressions, 221; Vocabulary Strategy: Figurative Language, 59;

Language

Choice, 24; Poetic Form, 68; Similes, 93, 99; Figurative Language, 58, 147, 156, 230, R62; Vocabulary Strategy, 14, 67, 105, 121, 154, 161, 203, 246, R62

TE: Irony, 211, 212, 237; Idioms, 2e, 175, 288e, 288o, 299, 616, 633, 674, 715f, 723, 745, 805; Vocabulary Strategy: Figurative Language, 181; Activities: Figurative Language, 68, 176, 212, 223, 287d, 288i, 346, 441, 494

	<p>34, 60, 62, 68, 76, 98, 106, 122, 144, 156, 166, 196, 210, 232, 248  TE: Reading Toolbox: Determine Central Idea and Details, 324;  Summarizing a Text, 100; also see: Making Inferences, 486;  Analyzing the Text: Make Inferences, 369, 527; Explore the Topic  (examples), 43–45, 50–53, 56–57, 60–61, 64–65, 68–69, 74–78, 81–  82, 85–86, 89, 92–95, 100–101, 170–171, 174–176, 179–180, 183,  231–232, 234–237, 242–243, 610–616, 619–620, 623, 628, 631–632,  648–649, 652–656, 659–660, 663</p>	<p><u>Dialogue</u>: SE: Reading Toolbox: Dialogue, 62; Reading with Expression, 174;  Speak Out! 255  TE: Reading with Expression, 550</p> <p><u>Theme</u>: SE: Setting a Purpose, 76; Writing Activity: Short Response, 84;  Comparing Texts (Theme), 235  TE: Why this text? (themes), 231, 537; Close Read: Theme, 236;  Vocabulary of Misfortune, 548; Comparing Texts (Theme), 767;  Connect Image and Theme, 580, 718; Connecting Word and  Theme, 581, 719; Analyze Theme, 683</p>
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