

Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking and Listening, Language
Grade 8



Grade 8 English Language Arts Overview

Description

This course guides students to becoming more skilled and sophisticated writers and readers. The course emphasizes the interaction of reading and writing, with reading being a strategy for writing and writing being a strategy for becoming more reflective readers. As readers, students are challenged to understand what they read on an inferential and analytical level. They identify relationships between the literature and their own lives and between literature and the world around them as they consider the themes that they discover in the texts. They also use writing to explore those ideas. Frequent writing assignments, small-group and whole class discussions, and sharing their writing will help students to question, respond to one another's ideas, and stretch their own thinking and writing. Also, as writers, students will develop a bank of ideas from the literature they read and will improve their own writing by considering the choices that published writers make and incorporating those effective ways of expressing ideas into their own writing.

Grade 8 Language Arts Year-at-a-Glance

Pacing Guide

	Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
Semester 1	Launch	Habits and dispositions: Establishing the Readers Notebook	Habits and dispositions: Establishing the Writers Notebook	Review of major 7 th grade concepts	Tracking independent reading. Using the workshop notebook to gather ideas for writing from both life and text.
	1. Close Reading of Literature	Close Reading: annotating texts to analyze theme, and literary devices that help develop deeper meaning	Writing in Response to Close Readings Developing ideas and claims	Comma: with conjunction Adjectives: Comparative and Superlative forms	Informational writing – Revised formative response (multi-paragraph) with summary
	2. Narrative Study	Close reading:	Language and	Punctuating dialogue	Personal Narrative

		Reading like a writer - analyzing the craft and structure of the personal narrative	Structure in Writing: how structure and figurative language communicate theme	Complete sentences and fragments	Writing
	3. Analyzing Dramatic Texts	Analyzing multiple plot-lines Developing Thematic understandings Identifying Thematic patterns Analyzing how a text is interpreted for the stage	Analyzing the craft and structure of Informational writing/ Theme Essay Defining a controlling Idea	Plural subject-verb agreement Comma with nonrestrictive elements	Informational Writing: Theme Essay, Reviews
	4. Developing a Critical Lens for the Analysis of Informational Texts	Examining structure in non-fiction texts Finding underlying ideas in non-fiction Relating non-fiction to fiction	Informational writing/ Reader's Response Relating non-fiction to independent reading Building a controlling idea	Closing elements Dashes Verb tenses	Revised Reader's Response (after reading non-fiction texts, explain how non-fiction inspires themes in fiction/ independent reading)
	5. Argumentative Writing	Analyzing Elements of Argument Writing	Writing the Argument. Developing a claim and recognizing the counter-claim	Comma: with opening element Pronouns and their antecedents	Argumentative Essay
Semester 2	6. Review: Reading Comprehension and Writing Test Taking Strategies	Responding to timed reading comprehension questions	Writing in a timed situation	Review of SBAC grammar and usage rules	
	7. Interpreting Universal	Analyzing thematic	Literary Analysis of	Gerunds	Informational

Themes Across Time, Genre and Medium	patterns	Universal Themes (Writing Across Texts)	Underlining and quotation marks Apostrophe: Plural possessive nouns	Writing: Thesis driven essay
8. Communicating Universal Themes Across Medium	Reading multi-modal texts	Representing a Universal Theme through Multiple Mediums - Synthesis	Sentence fluency and variety Colons and semicolons Possessive pronouns Infinitives	Universal Theme Project/ Essay
9. Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflective	Review and self-assessment	Final Portfolio

<p>Reading Resources <i>FPS Units of Study for Reading Workshop</i> <i>Mentor Texts</i> (common texts used for modeling) Book Club Texts by level</p>	<p>Writing Resources <i>FPS Units of Study for Writing Workshop</i> <i>Mastering the Mechanics Grades 6-8</i> by L. Hoyt and T. Therriault <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden</p>
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Grade 8 Overview: Reading and Writing		
<p>Central Understandings Students will learn to:</p> <ul style="list-style-type: none"> interpret literature by recognizing that theme is a statement or question about the human 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> How do we understand what we read? How does literature enrich our lives? 	<p>Assessments:</p> <ul style="list-style-type: none"> Fairfield Public Schools benchmark Reading Assessments District-wide Writing prompts

<p>experience that the reader creates while interacting with a text.</p> <ul style="list-style-type: none"> • interpret and evaluate themes in a wide variety of literary texts. • use the writing process as a tool for developing and expressing ideas in a variety of forms. • read and respond to texts individually and with others to deepen their understanding of literature and their lives. • support their responses to literature with textual evidence. • participate in their independent reading and use that experience to further their interpretation skills. • improve focus and clarity in their writing. • explore ideas, using textual evidence, connections to the world and to other texts. • expand their reading and writing repertoire by broadening their interest in a variety of genres. • collaborate to appreciate multiple perspectives and use those perspectives to shape an individual interpretation. • evaluate the strengths and weaknesses of their own literacy in order to keep challenging 	<ul style="list-style-type: none"> • How do we write, speak, and present effectively? • How do we use the English language appropriately to speak and write? 	<ul style="list-style-type: none"> • Fountas and Pinell (when appropriate)
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themselves.		
Standards Common Core State Standards		National Assessments: SBAC

Grade 8 Workshop Unit 1: Close Reading of Literature

Unit Overview

To start this year and highlight this focus we begin the eighth-grade year with a short three-week unit on supporting our students' building of their own reading and writing lives.

Specifically, students will annotate, discuss, and write an informational piece about a text as they continue improving their close reading skills. Students will:

- Interpret themes as ideas, not one word topics
- Begin developing an understanding of how theme is crafted both explicitly and implicitly throughout a text.
- Be introduced to the Socratic Dialogue method of questioning and discussing a text to improve annotations and interpretation.
- Select a controlling idea to which they will respond in a multi-paragraph writing piece.
- Use summary as a way to introduce theme and/or or another controlling idea
- Clearly state a controlling idea that serves as focus of written response.
- Gather text evidence that supports their controlling idea.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none"> • Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing • Defining theme as “a statement or question about life that readers develop when interacting with a text.” • Analyzing how metaphor and symbolism contribute to theme • Analyzing how <i>titles</i> can relate to 	<ul style="list-style-type: none"> • Using summaries to introduce controlling idea and provide background information on character and conflict. • Providing text evidence in the form of direct quotes and paraphrasing to support controlling idea. • Organizing text evidence logically within and between paragraphs. • Using a variety of transition words and 	<p><u>Review / Reteach</u></p> <ul style="list-style-type: none"> • Simple sentence • Phrase / clause • Compound Sentence • Coordinating conjunction with two independent clauses • Semi-colon • Punctuation of quotes • Indicating book titles

<p>theme or most important ideas</p> <ul style="list-style-type: none"> Identifying defining moments in characters' lives – relate to theme Introducing the Socratic Dialogue: using student questions to guide whole-class discussion and annotation of shared text. Previewing guiding questions to help gather controlling ideas for writing 	<p>phrases to connect ideas fluently within paragraphs.</p> <ul style="list-style-type: none"> Using a variety of sentences to create fluency and emphasize ideas. Crafting effective introductions and conclusions suitable to audience and purpose of writing Editing work carefully to eliminate errors and communicate ideas clearly and concisely 	<ul style="list-style-type: none"> Shared text-specific vocab Vocabulary word attack skills (roots, reminds me of, prefixes, etc.) Comma: with conjunction Adjectives: Comparative and Superlative forms
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<p>Assessments</p> <ul style="list-style-type: none"> FPS Benchmark Reading Assessment FPS Writing Prompt Revised Close Reading Response
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Common Core Standards Emphasized in the Unit
<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories;</p> <p>W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and</p>

examples.

W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 8 Workshop Unit 2: The Personal Narrative

Unit Overview

Fall is a time of new beginnings, new dreams, and new expectations for the year. Inherent in all of this is deep reflection. Students enter our rooms wondering how this year will go and they fill their minds with the largest hopes they can muster. They look at their social, academic, and personal lives—both the ones they show the world and those they keep inside—dreaming of what is to come. This is the perfect opportunity to grab up this thread and begin this unit, a study of narrative writing.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none">• Annotating texts during close reading of narratives to deepen interpretation of texts and gather evidence to support ideas in writing• Interacting with the text in order to recognize the author’s unique experience.• Reading with stamina in independent narrative text in order to notice perspective, feelings, and to make connections.• Analyzing how the author’s experiences relate to theme.• Using student questions to guide whole-class discussion and annotation of shared narrative text.	<ul style="list-style-type: none">• Discovering and building on anecdotes.• “Exploding” Small moments• Using Action, dialogue, details, and the elements of storytelling• Crafting parallel moments• Collecting anecdotes and vignettes to determine patterns• Expecting Depth in our writing• Choosing an idea and exploring depth in our writing• Using our writer’s notebooks to find ideas that really matter to us• Identifying our own symbols in our stories• Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely• Relying on partners to help us edit and revise our work	<ul style="list-style-type: none">• Punctuating dialogue• Complete sentences and fragments

Assessments

- Personal Narrative

Common Core Standards Emphasized in the Unit

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

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

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

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 8 Workshop Unit 3: Analyzing Dramatic Texts

Unit Overview

In this unit, students will analyze how a film or live production stays faithful to or departs from a text or script and evaluate the choices made by the director or actors and determine whether the choices enhance or detract from the text. Students continue to develop habits and skills related to close reading, annotation, using evidence, building vocabulary, and participating in structured discussion, and they do so with text that is more qualitatively complex than in earlier units. This may be students' first exposure to the study of drama. Students will study the structure of dramatic language and speeches for craft and impact on character development.

Reading Focus	Writing Focus	Grammar, Usage, and Mechanics Focus
<ul style="list-style-type: none">• Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing• Establishing book club meeting protocols and goals.• Identify and delineate relationships among key ideas in a text.• Connecting emotions and motivations of characters to our own personal experiences• Sharing evidence and the truth about text they have chosen with peers in order to evaluate the relevance of their interpretation of the author's message.• Reading with stamina in independent narrative text in order to notice	<ul style="list-style-type: none">• Rehearsing ideas about characters, lessons, issues, or themes, to write moments in our lives when we have learned a similar lesson that illustrate the same idea, issue, or theme.• Using our notebooks to explore ideas we have about the stories we love.• Writing Across texts• Exploring how different authors interpret an idea• Analyzing the differences among texts that are linked thematically• Expecting Depth in our writing• Analyzing the structure of the Literary Essay• Developing a thesis• Using our writer's notebooks to find ideas that really matter to us	<ul style="list-style-type: none">• Comma with nonrestrictive elements• Plural subject-verb agreement

<p>perspective, feelings, and to make connections.</p> <ul style="list-style-type: none"> Analyzing how the author’s experiences relate to theme. Using student questions to guide whole-class discussion and annotation of shared narrative text. 	<ul style="list-style-type: none"> Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely Relying on partners to help us edit and revise our work 	
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<p>Assessments</p> <ul style="list-style-type: none"> Personal Narrative Informational Essay

Common Core Standards Emphasized in the Unit
<p>RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>

W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e Establish and maintain a formal style.

W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 8 Workshop Unit 4: Developing a Critical Lens for the Analysis of Informational Texts

Unit Overview

For students to be able to ascertain the big ideas in a nonfiction text in such a way that they can summarize as well as think critically about these, they need to grasp the text's infrastructure of ideas and supporting details. This unit aims to support our students in developing into more powerful readers of complicated non-fiction texts.

Reading Focus

- Annotating texts during close re-reading of texts to deepen interpretation of texts and gather evidence to support ideas in writing
- Determining the characteristics of the genre.
- Reading persuasive texts in order to determine the nuances and/or the characteristics of non-fiction texts.
- Determining the intended audience of persuasive texts.
- Analyzing how authors appeal to audiences. (ethos/pathos/ logos)
- Recognize author's purpose and delineate elements of effective non-fiction writing (organization, title, elaboration, tone).
- Sharing evidence and the truth about text they have chosen with peers in order to evaluate the relevance of their interpretation of the author's message.

Writing Focus

- Distinguish between topic and theme in informational texts.
- Create theme statements about informational texts articles and/or documents
- Draw on background knowledge to explore/support a topic in persuasive writing.
- Write provocative leads that acknowledge the situation that necessitates action and the persuasive argument.
- Develop the skill for choosing the approach for an argumentative essay (examples, cause and effect, anecdote, answering a rhetorical question), based on the question or prompt.
- Establish a position between the evidence and the position being advocated
- Maintain focus in their writing.

Grammar, Usage, and Mechanics Focus

- Closing elements
- Dashes
- Verb tenses

<ul style="list-style-type: none"> • Reading with stamina in independent narrative text in order to notice perspective, feelings, and to make connections. • Analyzing how the author’s experiences relate to theme. • Using student questions to guide whole-class discussion and annotation of shared narrative text. 	<ul style="list-style-type: none"> • Use a consistent, personal voice in their writing. • Avoid repetition of the points of their argument. • Acknowledge and discount an opposing argument to theirs. • Write with an awareness of audience by providing all of the details that the audience needs to know. • Apply writing skills developed through analysis of non-fiction mentor texts. (i.e.: leads, relevant evidence, variety of elaboration, transitions, organization, conclusions) • Write a conclusion, which does not repeat and also brings advocacy to a new level. • Use three types of persuasive appeals (ethos, pathos and logos) in their own writing. • Evaluate their position on a topic as a result of large and small group collaboration. • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Rely on partners to help us edit and revise our work 	
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<p>Assessments</p> <ul style="list-style-type: none"> • Theme Essay

Common Core Standards Emphasized in the Unit

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

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

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

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

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

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

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

W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e Establish and maintain a formal style.

W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Grade 8 Workshop Unit 5: Analyzing Elements of Argumentative Writing

Unit Overview

This unit is designed to support students' journeys towards proficiency in reading and analyzing nonfiction texts, analyzing information across multiple texts, and writing argument essays based on their findings. The task included asks each student to read and watch several nonfiction texts that give information about an issue, to take a stance on that issue, and defend that stance in an argument essay, drawing on the provided texts for support.

Reading Focus

- Reading persuasive texts in order to determine the nuances and/or the characteristics of non-fiction texts.
- Determining the intended audience of persuasive texts.
- Analyzing how authors appeal to audiences. (ethos/pathos/ logos)
- Recognize author's purpose and delineate elements of effective non-fiction writing (organization, title, elaboration, tone).
- Sharing evidence and the truth about text they have chosen with peers in order to evaluate the relevance of their interpretation of the author's message.
- Reading with stamina in independent narrative text in order to notice perspective, feelings, and to make connections.

Writing Focus

- Distinguish between topic and theme in informational texts.
- Create theme statements about informational texts articles and/or documents
- Draw on background knowledge to explore/support a topic in persuasive writing.
- Write provocative leads that acknowledge the situation that necessitates action and the persuasive argument.
- Develop the skill for choosing the approach for a argumentative essay (examples, cause and effect, anecdote, answering a rhetorical question), based on the question or prompt.
- Establish a position between the evidence and the position being advocated
- Maintain focus in their writing.

Grammar, Usage, and Mechanics Focus

Comma: with opening element
Pronouns and their antecedents

<ul style="list-style-type: none"> • Analyzing how the author’s experiences relate to theme. • Using student questions to guide whole-class discussion and annotation of shared narrative text. 	<ul style="list-style-type: none"> • Use a consistent, personal voice in their writing. • Avoid repetition of the points of their argument. • Acknowledge and discount an opposing argument to theirs. • Write with an awareness of audience by providing all of the details that the audience needs to know. • Apply writing skills developed through analysis of non-fiction mentor texts. (i.e.: leads, relevant evidence, variety of elaboration, transitions, organization, conclusions) • Write a conclusion, which does not repeat and also brings advocacy to anew level. • Use three types of persuasive appeals (ethos, pathos and logos) in their own writing. • Evaluate their position on a topic as a result of large and small group collaboration. • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Rely on partners to help us edit and revise our work 	
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<p>Assessments</p> <ul style="list-style-type: none"> •

Common Core Standards Emphasized in the Unit

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

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Grade 8 Workshop Unit 6: Reading and Writing for a Test

Unit Overview

This micro-unit is to prepare students for the upcoming SBAC assessments for reading and writing. A major aim of this unit is to support students in bringing forward strategies for each genre that they have been taught throughout the year.

Reading Focus

Review of test taking Reading Strategies

Writing Focus

- Review of timed writing strategies

Grammar, Usage, and Mechanics Focus

- Review SBAC Grammar and usage

Assessments

- Sample test questions

Common Core Standards Emphasized in the Unit

Grade 8 Workshop Units 7 and 8: Interpreting Universal Themes Across Time, Genre and Medium

Unit Overview

The essential focus of this unit is Common Core Standard Reading Literature Strand 9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Reading Focus

- Determining the characteristics of the genre.
- Readers maintain an awareness of the three types of literary conflict when interpreting a new text.
- Readers use all aspects of a text to determine important events/scenes.
- Readers analyze how particular lines of dialogue or incidents in a story provoke a decision in a character.
- Readers analyze how a modern work of fiction draws on themes, patterns of events or character types from myths or traditional stories, including how the story is rendered new.
- Analyzing how the author's experiences relate to theme.
- Using student questions to guide

Writing Focus

- Using formal MLA style, writers create arguments to support claims with clear reasons and relevant evidence.
- With some guidance and support from peers and adults, writers develop and strengthen writing as needed by revising and editing, focusing on how well purpose and formal audience have been addressed.
- Writers use technology to produce and publish writing and present the relationships between information and ideas efficiently.
- Develop the skill for choosing the approach for a argumentative essay (examples, cause and effect, anecdote, answering a rhetorical question), based on the question or prompt.
- Establish a position between the evidence and the position being advocated

Grammar, Usage, and Mechanics Focus

- Gerunds
- Underlining and quotation marks
- Apostrophe: Plural possessive nouns
- Sentence fluency and variety
- Colons and semicolons
- Possessive pronouns
- Infinitives

<p>whole-class discussion and annotation of shared narrative text.</p>	<ul style="list-style-type: none"> • Maintain focus in their writing. • Use a consistent, personal voice in their writing. • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Rely on partners to help us edit and revise our work 	
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<p>Assessments</p> <ul style="list-style-type: none"> • Theme Essay (informational/Expository); Independent Theme Project

Common Core Standards Emphasized in the Unit
<p>RL1 - 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>RL 2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RI 3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI 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.</p> <p>W 1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and

evidence logically.

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

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

W 5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W 6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

- Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

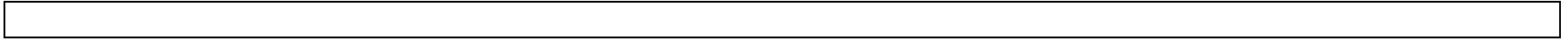
W 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL 1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL 2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL4 - 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.

SL5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



Grade 8 Workshop Unit 9: Reflecting

Unit Overview

At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

Reading Focus

- evaluate contents of literacy folder to determine portfolio entries.
- create a portfolio that demonstrates progress towards literacy goals and evidence of growth.
- articulate their evolution as writers and readers by sharing their portfolio with parent/guardian.
- analyze independently a theme common to more than one text.
- provide textual evidence to support interpretations of themes in their independent reading.
- choose personally challenging independent reading selections and reflect upon these choices.
- create personal meaning from

Writing Focus

- write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language.
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Grammar, Usage, and Mechanics Focus

- Review of major concepts

their independent reading.		
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Assessments

- | |
|---|
| <ul style="list-style-type: none">• Portfolio |
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Common Core Standards Emphasized in the Unit

R.L.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

R.L.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

R.L.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning

R.L.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

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

W.8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.