

MARKING PERIOD 1 AT A GLANCE: Reading: Poetry, Memoir, Fiction; Writing: Introduce Writer’s Workshop

Essential Questions:

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| <ol style="list-style-type: none"> <li>1. What do good readers do?</li> <li>2. Am I clear about what I just read?</li> <li>3. Author’s choice: Why does it matter?</li> <li>4. What makes a story a “great” story?</li> <li>5. What do good writers do?</li> <li>6. What’s my purpose and how do I develop it?</li> <li>7. Writing clearly: What makes a difference?</li> <li>8. Final product: What does it take?</li> </ol> | <ul style="list-style-type: none"> <li>• Review Story Elements</li> <li>• Cite Textual Evidence</li> <li>• Theme</li> <li>• Dialogue</li> <li>• Word Choice</li> <li>• Compare and contrast two works (Play)</li> <li>• Point of view</li> </ul> | <ul style="list-style-type: none"> <li>• Review parts of speech</li> <li>• Capitalization</li> <li>• Context Clues</li> <li>• Figurative Language</li> <li>• Connotation</li> </ul> |
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Unit/Time Frame	CCSS	Skills	Assessments	Suggested Resources
<p><b>Fiction, Memoir, Poetry</b></p> <p><b>*Review Story elements and parts of speech.</b></p> <p><b>Close and critical reading skills for MEAP review</b></p> <p><b><u>Writing Narrative</u></b></p>	<p><b>Reading Standards - Literature RL.8</b></p> <p><b>RL.8.1</b>--Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.8.2</b>--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><b>RL.8.3</b>--Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL.8.4</b>--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><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Define textual evidence</li> <li>• Define inference and explain how a reader uses textual evidence to reach a logical conclusion</li> <li>• Read closely and find answers explicitly in text</li> <li>• Analyze author’s words and determine text that supports explicit and inferential questions</li> <li>• Define theme</li> <li>• Analyze plot and how it contributes to theme</li> <li>• Define summary and compose an objective summary</li> <li>• Identify dialogue and analyze how it propels action</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Informal Assessment</li> <li>• Various formative assessments.</li> <li>• Journals</li> <li>• Progress Monitoring</li> <li>• Narrative Essays</li> <li>• Writing Portfolios</li> </ul>	<p><i>Selections from Elements of Literature, Second Course may include but are not limited to:</i></p> <p style="text-align: center;"><b>FICTION</b></p> <ul style="list-style-type: none"> <li>• Raymond’s Run</li> <li>• Mrs. Flowers</li> <li>• Broken Chain</li> <li>• Oranges</li> <li>• Charles</li> <li>• The Moustache</li> <li>• A Small Cookie</li> <li>• The Landlady</li> <li>• The Monkey’s Paw</li> <li>• The Tell-Tale Heart</li> </ul> <p style="text-align: center;"><b>WRITING</b></p> <p style="text-align: center;"><a href="http://oaklandk12-public.rubiconatlas.org">http://oaklandk12-public.rubiconatlas.org</a></p>

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	<p><b>RL. 8.5</b>--Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>RL.8.6</b>--Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>RL.8.7</b>--Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made the directors or actors.</p> <p><b>RL.8.9</b>--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 style="text-align: center;"><b>Writing Standards W.8</b></p> <p><b>W.8.3</b>--Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a) 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.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> <li>• Analyze dialogue to reveal character and it provokes their decision</li> <li>• Analyze how an incident propels action or reveals character/decision</li> <li>• Define and identify various forms of figurative language</li> <li>• Distinguish between literal and figurative language</li> <li>• Recognize point of view and how it can create various effects</li> </ul> <p style="text-align: center;"><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Define narrative and describe basic parts of plot</li> <li>• Use narrative techniques to develop a storyline</li> <li>• Use descriptive words to create imagery</li> <li>• Use transitional words, phrases and clauses</li> <li>• Write a conclusion that provides a sense of closure</li> <li>• Identify writing style for purpose, task, audience</li> </ul>	<p style="text-align: center;"><b>Sept. 15-19th</b></p> <ul style="list-style-type: none"> <li>• Narrative Pre Writing Assessment (provided by Assessment Office)</li> </ul>	

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	<p>c) 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.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>W.8.4</b>--Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.8.5</b>-- 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.</p> <p><b>W.8.6</b>-- 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.</p>	<ul style="list-style-type: none"> <li>• Use the writing process to create a narrative piece of writing</li> <li>• Compose clear piece of writing that demonstrates understanding of a specific writing style</li> <li>• Identify and use technology to compose writing</li> <li>• Collaborate with others through technology to enhance writing</li> </ul>		

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	<p style="text-align: center;"><b>Language Standards L.8</b></p> <p><b>L.8.2--</b>Demonstrate command of the conventions of standard English capitalization, punctuation,and spelling when writing.</p> <p style="padding-left: 40px;">a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b) Use an ellipsis to indicate an omission. c) Spell correctly</p> <p><b>L.8.4--</b> Determine or clarify the meaning of unknown or multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.</p> <p style="padding-left: 40px;">a) Use context (eg the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.8.5--</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 40px;">a) Interpret figures of speech (eg verbal irony, puns) in context.</p>	<p style="text-align: center;"><b>Language Skills</b></p> <ul style="list-style-type: none"> <li>• Define and identify and explain purpose of gerund, participle and infinitive verbs</li> <li>• Explain difference between active and passive voice</li> <li>• Explain the difference between and use indicative, imperative, interrogative and subjunctive verbs</li> <li>• Identify and correct verb shifts in tense and mood</li> <li>• Determine when to capitalize words</li> <li>• Determine when to use commas, ellipses, dashes</li> <li>• Identify misspelled words and use resources to correct</li> <li>• Infer meaning of words by using context clues</li> <li>• Recognize and define affixes and roots</li> <li>• Consult reference material</li> <li>• Recognize difference between Tier Two and Three words and use them to increase</li> </ul>		

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	<p>b) Use the relationship between particular words to better understand each of the words.</p> <p>c) Distinguish among the connotations of words with similar denotations (eg. bullheaded, willful, firm, persistant, resolute.)</p> <p><b>Speaking and Listening – SL.8</b>  <b>SL.8.1</b>--Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>comprehension and expression.</p> <p><b>Speaking and Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Determine key points or central ideas</li> <li>• Define the roles and rules for collaborative discussion</li> <li>• Participate and contribute to collaborative discussion groups</li> <li>• Determine, support and present key points with relevant evidence in a logical sequence.</li> </ul>		

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	<p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>SL. 8.2</b>-- Analyze the purpose of information presented in diverse media and formats (eg visually, quantitatively, orally) and evaluate the motives (eg social, commercial, political) behind its presentations.</p> <p><b>SL. 8.5</b>-- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			