

Essential Questions:

MARKING PERIOD 2 AT A GLANCE: Reading: Biography, Autobiography, Informational; Writing: Narrative

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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> </ol> | <ul style="list-style-type: none"> <li>• Cite textual evidence</li> <li>• Central idea and supporting details</li> <li>• Word choice and tone relationship</li> <li>• Author’s point of view</li> <li>• Use of different mediums</li> </ul> | <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Content Clues</li> <li>• Commas, ellipsis, dashes</li> <li>• Figurative Language</li> <li>• Analogy</li> </ul> |
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Final product: What does it take?

Unit/Time Frame	CCSS	Skills	Assessments	Suggested Resources
<p>Biography, Autobiography, Informational Text for background knowledge</p> <p><u>Writing</u> Narrative</p>	<p style="text-align: center;"><b>Reading Standards -</b></p> <p style="text-align: center;"><b>Informational Text</b></p> <p><b>RI.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>RI.8.2</b>--Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RI.8.3</b>--Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI.8.4</b>--Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p>	<p style="text-align: center;"><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> </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>• Writing Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Selections from Elements of Literature, Second Course may include but are not limited to:</i></li> <li>• Harriet Tubman: Conductor on the Underground Railroad</li> <li>• I Know Why the Caged Bird Sings</li> <li>• Camp Harmony</li> </ul> <p style="text-align: center;"><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• <a href="http://oaklandk12-public.rubiconatlas.org">http://oaklandk12-public.rubiconatlas.org</a></li> </ul>

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	<p>meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.5</b>--Analincluding the role of particular sentences in developing and refining a key concept.</p> <p><b>RI.8.6</b>--Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>RI.8.7</b>--Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> <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> <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>		

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	<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>	<ul style="list-style-type: none"> <li>• Analyze how the differences affect the meaning of the text</li> <li>• Identify and compare thematic connections between classic/modern works.</li> </ul> <p style="text-align: center;"><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Select a topic and identify and gather relevant information</li> <li>• Define common formatting/organizational structures</li> <li>• Analyze information and organize into broader categories</li> <li>• Present information in a formal style (introduction, supporting details, transitions, concluding statement).</li> </ul>	<p style="text-align: center;"><b>Nov. 10-13</b></p> <p>Narrative Post Writing</p> <p style="text-align: center;">(provided by Assessment Office)</p>	

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	<p>b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <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>	<ul style="list-style-type: none"> <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><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> <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.</p> <p style="padding-left: 40px;">b) Use an ellipsis to indicate an omission.</p> <p style="padding-left: 40px;">c) Spell correctly.</p> <p><b>L.8.4--</b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 40px;">a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to</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,</li> </ul>		

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	<p>the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.8.5</b>—Demonstrate understanding of figurative language, word relationships and nuances and in word meanings.</p> <p>a) Interpret figures of speech (e.g. verbal irony, verbal puns) in context.</p> <p>b) Use the relationship between particular words to better understand each of the words.</p>	<p>dashes</p> <ul style="list-style-type: none"> <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 comprehension and expression</li> </ul>		

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	<p>c) Distinguish among the connotation of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute).</p> <p><b>Speaking and Listening – SL.8</b></p> <p><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>c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence,</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>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>			