

MARKING PERIOD 4 AT A GLANCE: Reading: Informational; Writing: Mini Research, Formal Summary

Essential Questions:

1. What do good readers do?
2. Am I clear about what I just read?
3. Author’s choice: Why does it matter?
4. What makes a story a “great” story?
5. What do good writers do?
6. What’s my purpose and how do I develop it?
7. Writing clearly: What makes a difference?
8. What do good researchers do?
9. “Cut and Paste:” What’s the problem?
10. Final product: What does it take?

- Cite textual evidence
- Central idea and supporting details
- Word Choice and tone relationship
- Author’s point of view
- Use of different mediums

- Capitalization
- Context Clues
- Commas, ellipsis, dashes
- Figurative Language
- Analogy
- Active/Passive Verbs
- Verbals, Gerunds, Participles, Infinitives

Unit/Time Frame	CCSS	Skills	Assessments	Suggested Resources
<p><b>Informational Text (Historical, Scientific, informational articles)</b></p> <p><b>Writing Informational Writing (Formal Summary, Essay, etc.)</b></p> <p><b>Small Research Project based on a question</b></p>	<p><b>Reading Standards - 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 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> </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>• Informative Writing – Research Project</li> <li>• Writing Portfolios</li> </ul>	<p>The Diary of Anne Frank The Diary of a Young Girl Walking With Living Feet A Tragedy Revealed: A Heroine’s Last Days</p> <p>MLA FORMAT <a href="http://owl.english.purdue.edu/owl/resource/747/01">http://owl.english.purdue.edu/owl/resource/747/01</a></p> <p><b>WRITING</b> <a href="http://oaklandk12-public.rubiconatlas.org">http://oaklandk12-public.rubiconatlas.org</a></p>

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	<p><b>RI.8.5</b>—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><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> <p><b>RI.8.8</b>-- 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.</p> <p><b>RI.8.9</b>--Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>RI.8.10</b>--By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <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> <li>• Compare live or filmed production to the original story or drama</li> <li>• Analyze how the differences affect the meaning of the text</li> <li>• Identify and compare thematic connections between classic/modern works.</li> </ul>		

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	<p style="text-align: center;"><b>Writing Standards W.8</b></p> <p><b>W.8.2</b>--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><b>Informational Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Use inference to reach a logical conclusion</li> <li>• Analyze authors words and use textual evidence to support</li> <li>• Define central idea</li> <li>• Determine how details supports main idea</li> <li>• Analyze central ideas</li> <li>• Define and compose objective summary</li> <li>• Analyze and explain connections between individuals, events or ideas in a text</li> <li>• Distinguish between figurative and literal language</li> <li>• Recognize words that have technical meanings</li> <li>• Analyze and explain the role of the structure of particular sentences and paragraphs (topic sentence, conclusions, introductions, etc.)</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> </ul>	<p style="text-align: center;"><b>February 9-12<sup>th</sup></b></p> <p style="text-align: center;">Informational Post-Writing</p> <p style="text-align: center;">(provided by Assessment Office)</p>	

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	<p>a) 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>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</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>• 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> <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> <li>• Identify and distinguish how research writing is different from other writing</li> <li>• Focus research around a central question</li> <li>• Choose and analyze information from several sources</li> <li>• Evaluate credibility of sources</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><b>W.8.7</b>--Conduct a more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8.8</b>--Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.8.9</b>--Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p style="text-align: center;"><b>Language Standards</b></p> <p><b>L.8.1</b>--Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> <li>• Define plagiarism</li> <li>• Quote sources</li> <li>• Paraphrase sources</li> <li>• Properly cite information in bibliography</li> </ul> <p><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</li> </ul>		

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	<p>b) Form and use verbs in the active and passive voice.</p> <p>c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d) Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><b>L.8.2</b>--Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b) Use an ellipsis to indicate an omission.</p> <p>c) Spell correctly.</p> <p><b>L.8.3</b>--Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</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>a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or</p>	<p>indicative, imperative, interrogative and subjunctive verbs</p> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <li>• Recognize difference between Tier Two and Three words and use them to increase comprehension and expression</li> </ul>		

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	<p>function in a sentence) as a clue to 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</i>, <i>recede</i>, <i>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.8.6</b>--Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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</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> </ul>		

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	<p>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, 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.8.3</b>--Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when a irrelevant evidence is introduced.</p> <p><b>SL.8.4</b>--Present claims and findings, emphasizing salient points in a focus, coherent manner with relevant evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume and clear pronunciation</p>	<ul style="list-style-type: none"> <li>Determine, support and present key points with relevant evidence in a logical sequence.</li> </ul>		

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	<p><b>SL 8.5</b>-- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>SL 8.6</b>-- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			