Course Title: ELA   Grade: 8   Marking Period: 5   Year: 2014-2015

MARKING PERIOD 5 AT A GLANCE: Reading: Fiction; Writing: Argumentative paragraph using theme or conflict from a piece of literature

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. **In what way does creative choice impact an audience**
8. **Whose story is it and why does it matter?**
9. **Writing clearly: What makes a difference?**
   Final product: What does it take?

- **Cite textual evidence**
- **Theme**
- **Dialogue**
- **Word Choice**
- **Point of View**

- **Capitalization**
- **Context Clues**
- **Commas, ellipsis, dashes**
- **Figurative Language**
- **Analogy**
- **Active/Passive Verbs**
- **Verbals, Gerunds, Participles, Infinitives**
- **Verb mood: indicative, imperative, interrogative, subjunctive**
- **Greek or Latin affixes and roots**

Unit/Time Frame	CCSS	Skills	Assessments	Suggested Resources
Fiction, Poetry **Writing** **Argumentative Paragraph using a theme, conflict, conclusion, etc. from a piece of literature to argue an opinion** **Maisa Unit: 8th grade Argument Paragraph (Complex Commentary)** argument/persuasion audience commentary debatable claim evidence - factual and anecdotal transition Small research paper based on a question	**Reading Standards** **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.	**Reading Skills** **Informational Reading Skills** - Use inference to reach a logical conclusion - Analyze authors words and use textual evidence to support - Analyze and define central idea - Determine how details supports main idea - Define and compose objective summary - Analyze and explain connections between individuals, events or ideas in a text - Distinguish between figurative and literal language	- Quizzes - Tests - Informal Assessment - Various formative assessments. - Journals - Progress Monitoring - Narrative Writing - Autobiographical Incident - Writing Portfolios	*Selections from Elements of Literature, Second Course may include but are not limited to:* Flowers for Algernon The Treasure of Lemon Brown The Circuit (Anchor texts for argumentative writing) The Deserter The Drummer Boy of Shiloh Barbara Frietchie *Writing:* **Maisa Unit: 8th grade Argument Paragraph (Complex Commentary)** http://oaklandk12-public.rubiconatlas.org

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	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. **RL. 8.5--**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. **RL.8.6--**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. **RL.8.7--**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. **RL.8.9--**Analyze how a modern work of fiction draws on themes, patterns of events, or character types from	• Recognize words that have technical meanings • Analyze and explain the role of the structure of particular sentences and paragraphs (topic sentence, conclusions, introductions, etc.) • Define the author's point of view • Analyze how author responds to conflicting viewpoints • Explain and evaluate how an author uses different mediums (audio, video, multimedia).		

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	myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **Writing Standards W.8** **W.8.1--**Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),	**Writing Skills** • Define narrative and describe basic parts of plot • Use narrative techniques to develop a storyline • Use descriptive words to create imagery • Use transitional words, phrases and clauses • Write a conclusion that provides a sense of closure • Identify writing style for purpose, task, audience • Use the writing process to create a narrative piece of writing • Present information in a formal style (introduction, supporting details, transitions, concluding statement). • Compose clear piece of writing that demonstrates understanding of a specific writing style	**March 2nd-6th** Argument pre-writing (provided by Assessment Office)	

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	counterclaims, reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented. **W.8.4--**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **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 present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	• Identify and use technology to compose writing • Collaborate with others through technology to enhance writing		

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	W.8.7-- 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. **W.8.8--**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. **W.8.9--**Draw evidence from literary or informational texts to support analysis, reflection, and research **Language Standards L.8** **L.8.1--**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Language Skills** • Define and identify and explain purpose of gerund, participle and infinitive verbs • Explain difference between active and passive voice • Explain the difference between and use indicative, imperative, interrogative and subjunctive verbs • Identify and correct verb shifts in tense and mood • Determine when to capitalize words		

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	a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b) Form and use verbs in the active and passive voice. c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d) Recognize and correct inappropriate shifts in verb voice and mood.* **L.8.2**--Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b) Use an ellipsis to indicate an omission. c) Spell correctly. **L.8.4**--Determine or clarify the meaning of unknown and multiple-	• Determine when to use commas, ellipses, dashes • Identify misspelled words and use resources to correct • Infer meaning of words by using context clues • Recognize and define affixes and roots • Consult reference material • Recognize difference between Tier Two and Three words and use them to increase comprehension and expression		

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	meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. 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 the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). 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. 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).	**Speaking and Listening Skills** • Determine key points or central ideas • Define the roles and rules for collaborative discussion • Participate and contribute to collaborative discussion groups		

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	L.8.6--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. **Speaking and Listening – SL.8** **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. 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. b) Follow rules for collegial discussions and decision-	• Determine, support and present key points with relevant evidence in a logical sequence.		

Unit/Time Frame	CCSS	Skills	Assessments	Suggested Resources
	making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **SL. 8.2--** 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 **SL.8.3--**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.			

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	SL.8.4--Present claims and findings, emphasizing salient points in a focus, coherent manner with relevancy evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume and clear pronunciation **SL 8.5--** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **SL 8.6--** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			