Course Title: ELA   Grade: 8   Marking Period: 6   Year: 2014-2015

MARKING PERIOD 6 AT A GLANCE: Informational; Writing: Mini Research, Op Ed piece

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. **In what ways does creative choice impact an audience?**
6. **Whose story is it, and why does it matter?**
7. **What do good writers do?**
8. **What's my purpose and how do I develop it?**
9. **Writing clearly: What makes a difference?**
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**
- **Analyze Specific Claims and Arguments**
- **Analyze Texts With Conflicting Claims**

- **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
Informational Text (Historical, Scientific, informational articles) Writing Argumentative Writing- Op Ed piece appropriate tone and diction audience and purpose counter argument creating a debatable claim evidence pathos, ethos, logos, kairos viability of a topic Small Research Project based on a question	**Reading Standards Informational Text** **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,	**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 - Argumentative Writing - Writing Portfolios	*Selections from Elements of Literature, Second Course may include but are not limited to:* After Ellis Island: A Triumph of the Human Spirit The Gettysburg Address The First Americans I Have a Dream The Power of Non Violence Coming to America Current event articles on controversial issues.

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	and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RI.8.5**--Analincluding 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. **RI.8.7**--Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.yze in detail the structure of a specific paragraph in a text, **RI.8.8**-- 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. **RI.8.9**--Analyze a case in which two or more texts provide conflicting information on the same topic and	• 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). • Identify authors argument • Determine the credibility of the author • Identify fact and opinion • Evaluate evidence		Writing: MAISA Writing Unit - 8th Grade Writing the Argument: Op-Ed. http://oaklandk12-public.rubiconatlas.org

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	identify where the texts disagree on matters of fact or interpretation. **RI.8.10**--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.
	
	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), counterclaims, reasons, and evidence.
		Writing Skills
		• Identify controversial topic
		• Choose a side on topic and identify reasons to support choice
		• Determine credibility of source
		• Support argument with textual evidence
		• Acknowledge opposing claims
		• Present argument in a formal style that includes:
		   a) Introduction
		   b) Supporting details
		   c) Transitions
		   d) Concluding statement
			May 18th- 21st
			
			Argumentative Post Writing
			
			(provided by Assessment Office)	

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	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. **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.			

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	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.
	   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.*
		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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	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-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	• 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 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). **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*	**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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	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-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,	• Determine, support and present key points with relevant evidence in a logical sequence.		

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	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. **SL.8.4**--Present claims and findings, emphasizing salient points in a focus, coherent manner with relevany 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.			