**Grade 8 ELA Curriculum (updated 2023)**

**Textbooks: Grade 8 Pearson Common Core Literature and Grade 8 Prentice Hall Writing and Grammar**

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| **Unit 1** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Nouns, Pronouns, and Verbs  **Time Frame:**  Quarter 1 in 8th grade ELA classes | **Literature (RL8.1): Key Ideas & Details- Text Analysis- E08.A-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.  **Literature (RL8.2) -Key Ideas & Details-Theme: E08.A-K.1.1.2** 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.  **Informational (RI8.1): Key Ideas & Details -Text Analysis -E08.B-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.  **Informational (RI8.2) – Key Ideas & Details- Main Idea: E08.B-K.2.1.1** 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.  **Writing: W.8.10:** Write routinely for a range of discipline-specific tasks, purposes, and audiences.  **Language Conventions:**  **E08.D.1.1.10** Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).  **E08.D.1.1.1** Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.  **E08.D.1.1.2** Form and use verbs in the active and passive voice.  **E08.D.1.1.6** Recognize and correct inappropriate shifts in pronoun number and person.  **E08.D.1.1.7** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  **E08.D.1.2.1** Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.  **E08.D.1.2.2** Use an ellipsis to indicate an omission.  **E08.D.1.2.4** Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.  **E08.D.1.2.5** Use punctuation to separate items in a series. | Think/Write/Pair/Share  Daily Collins Writing 1, 2, 3  Daily Inferences  Weekly Visual Analysis  Daily Word Generation  Daily Transacting with Text  Daily Edit  Weekly Literary Elements  Weekly Deconstructing a prompt  Learning Progressions | "*The Tell Tale Heart*" by Edgar Allan Poe  p. 38 (non-negotiable)  Choose either "*Raymond's Run*" by Toni Cade Bambara p. 22 or "*A Retrieved Reformation*" by O. Henry OLL (Online Literature Library)  "*Thank You, M'am*" by Langston Hughes pg. 476 (non-negotiable)  from *Flowers for Algernon* by Daniel Keyes pg. 53 (non-negotiable, unless the novel is the book of choice used in Unit 5) | Cite  Textual Evidence  Infer  Analyze  Purpose  Protagonist  Antagonist  Round/Flat/Static/ Dynamic Characters  Allusion  Central Idea  Theme  Plot  Exposition  Conflict  Climax  Rising/Falling Action  Resolution  Characterization  Irony  Setting  Point of View  Tone/Mood | Make Inferences daily. Explicitly teach and identify Inferencing using visuals, texts, and statements  Begin to Identify Relevant Textual Evidence orally and written when a purpose, prompt, or question is asked. This will start out as a Type 1 writing “What do you think are the 3 most important or relevant pieces of evidence?”  Introduce the concepts that make up Analysis so there is an understanding that inferences are the first step to Analysis (Relevant Evidence, Inferences, and Explanations/Generalizations) build student confidence that they can do higher order thinking  Discuss basic literary elements such as characterization, theme, plot, setting  Introduce the Text Structures of Informational text and show examples & Graphic organizer–Compare and Contrast, Sequential, Problem and Solution, Cause and Effect, Description  Go deeper into the reading element of Theme. You may have to start out by simply identifying the theme topic of a visual or text later progress to writing and identifying the theme statement. Understand the difference between  -Theme Topic  -Theme Statement  Continue to simply ask and answer questions about plot, setting, and characterization explicitly utilizing these terms.  When working with Informational texts have students practice identifying and writing the  -Central Idea  -Author’s Point of View  -Main Idea  -Purpose  When teachable moment occurs continue to practice identifying the Introduce the Text Structures of Informational Compare and Contrast, Sequential, Problem and Solution, Cause and Effect, Description | **RL8.1**  Eighth grade students will analyze a text for a central theme or idea and support their analysis with strong textual evidence. Students will learn that evidence is considered strong when it both convinces the reader and effectively expresses the central ideas or theme(s) of the text. To achieve this, students will first read closely to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark the text as they read to guide their thinking. For example, students may mark, annotate, or highlight repeated ideas or patterns and inferred meanings as they read. Based upon their analysis, students may then determine the author's purpose, overall message of the text, and which details best support this meaning. Work like this may involve students sorting textual evidence and using only the strongest segments; specifically, those which directly connect with and uphold the central idea or theme. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the standard independently. Repeated modeling through think-alouds and guided practice will aid students in this process.  **RL8.2**  Students need to be able to determine the central idea or theme of a text. To do this work, students will record repeated messages or patterns they observe within various story elements. Students will note how recurring interpersonal conflicts between characters, changing settings, and plot twists all influence/shape the theme and guide the reader toward realizing the theme in its entirety. As students begin to realize the central idea, they should reflect on how the writer used such recurring patterns through the subtle avenues of setting, characterization and plot to slowly reveal it indirectly. Students will then be able to write objective summaries revealing the sequential development of a theme through description of characters, setting, and plot. Students may use a story map as a guide to outline the story’s thematic development.  **RI8.1**  Eighth grade students will analyze a text for a central idea or understanding and support their analysis with strong textual evidence. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark the text as they read in order to guide their thinking. For example, using text features such as headings, bold words, and graphs, students may take note of repeated ideas or images. Based upon their analysis, students may then determine the author’s purpose and overall message of the text along with best supporting details that support the meaning. Work like this may involve students sorting textual evidence, including direct quotes and examples, and using only the strongest segments; specifically, those which directly connect with and uphold the central idea. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the standard independently. Repeated modeling through think-alouds and guided practice will aid students in this process.  **RI8.2**  Students will first determine the central idea or focus of a text. This involves becoming aware of and recording repeated understandings or messages as they read. Students are encouraged to actively read and take note of how recurring examples, images, and conclusions drawn by the writer support and build the central idea of the text. Once students realize the central idea, they should reflect on how the writer used repetition to slowly reveal it to the reader. Therefore, summaries should reveal the ways the central ideas develop. For example, analysis may include examining a writer’s choice of structure, features, and support.  **W8.10**  This standard simply encourages students to write. Short Bursts of Writing throughout the 4 weeks (Type 1, 2, & 3) building students' positive attitude toward writing. This writing directly relates to RL6.1 and RI6.2. Start to introduce the vocabulary and concepts as it relates to inference, generalizations and analysis. Teachers may refer to the Learning Progressions and introduce higher order thinking using visuals. Teachers are building students’ confidence that they can do higher order thinking and it does not need to be on “paper.” |
| **Unit 2** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Fiction, Non-Fiction, and Poetry  **Time Frame:**  Quarter 2 in 8th grade ELA classes | **Literature (RL8.3) - Key Ideas & Details - Literary Elements: E08.A-K.1.1.3** Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.  **Informational (RI8.3) - Key Ideas & Details - Text Analysis E08.B-K.1.1.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).  **Literature (RL8.5): Craft & Structure: Text Structure -E08.A-C.2.1.2** 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.  **Informational (RI8.5): Craft & Structure- Text Structure -E08.B-C.2.1.2** 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.  **Writing: W.8.9-Text Dependent Analysis- E08.E.1.1:** Draw evidence from literary or informational texts to support analysis and reflection.  **Language Conventions:**  **E08.D.1.1.11** Ensure subject-verb and pronoun-antecedent agreement.  **E08.D.1.1.3** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  **E08.D.1.1.4** Recognize and correct inappropriate shifts in verb voice and mood.  **E08.D.1.1.8** Recognize and correct inappropriate shifts in verb tense.  **E08.D.1.2.1** Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. | Think/Write/Pair/Share  Daily Collins Writing 1,2,3  Daily Inferences  Weekly Visual Analysis  Daily Word Generation  Daily Transacting with Text  Daily Edit  Weekly Literary Elements  Weekly Deconstructing a prompt  Learning Progressions | Choose any 2 of the 4 (non-negotiable):  1- "*On Woman’s Right to Suffrage*" by Susan B. Anthony p. 886  2- "*Brown vs. the Board of Education*" by Walter Dean Meyers p. 876  3- "*Harriet Tubman: Conductor on the Underground Railroad*" by Ann Petry p. 210  4- "*The American Dream*" by Martin Luther King Jr. p. 852  Choose 1 of 2 (non-negotiable):  1-from "*I Know Why the Caged Bird Sings*" by  Maya Angelou p. 322  2- from "*Always to Remember: The Vision of Maya Ying Lin*" by Bret Ashabranner p. 226 | Analyze  Concrete Details  Relevant Content  Formal Style  Credibility  Clarify  Claims  Thesis  Connotation  Denotation  Argument  Bias  Counter Claims  Counter Argument  Logos  Ethos  Pathos  Credibility  Justify  Warrant | Plot  -Characterization  -Events  -Resolution  -Inferencing  -How Characters and plot are interconnected.    Inference  Relevant Textual Evidence  Generalization  Explanation  Elaboration  Analysis  Comprehend the passage  Deconstruct the Prompt  Identify interconnected literary elements (2)  -Intensive pronouns  Review Theme, Setting and Plot. Practice Text Dependent Analysis with one of the elements above and a sentence, chapter or stanza  When using an informational text, go deep into the text structure: Compare and Contrast, Sequential, Problem and Solution, Cause and Effect, Description  and how the structure itself contributes to the ideas. This is done through Text Dependent analysis  Inference  Relevant Textual Evidence  Generalization  Explanation  Elaboration  Analysis  Comprehend the passage  Deconstruct the Prompt  Identify interconnected literary elements (2) | **RL8.3**  To master this, students will be able to determine how specific events or dialogue significantly impact the development of a story. Students may demonstrate this knowledge by determining critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story. Once students have determined these critical moments, they should be able to explain the cause/effect result in relation to the story’s plot or development. To do this work, students may work together in groups and highlight or mark the text those moments and/or scenes which they consider turning points (and explain why).  **RI8.3**  Eighth grade students will analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events. To achieve this, students will first understand how different text structures present and link information. For instance, using graphic organizers, students could read brief pieces that present information using a variety of structures including comparisons, analogies, and categories. Students could then reflect on how the writer’s choice of structure relates to the overall central idea or purpose. To further explore this concept, students could generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events.  **RL8.5**  For this standard, students will understand how and why writers construct texts using a variety of structures and how each choice affects the style and meaning of the text. To master this, students must first identify the narrative structures and choice of literary techniques the writer uses in his story. Careful analysis may include examining how chapter titles reflect the central idea or theme, how writers use text layout to affect meaning, and how the length and pace of chapters coincide with the movement of the plot. Once students can identify the structure(s) the writer uses, they should then work to compare and contrast two or more texts with different structures. Students should ask themselves why the writer may have made specific structural choices and how these choices affect the reader’s understanding of a text. For example, students may discuss how and why different writers use cliffhangers to extend the climactic moments of the text. Or students may observe how one text may begin with a character involved in a flashback, while another text may end a story with one. Students may compare and contrast how each approach affects the story and the reader.  **RI 8.5**  Students will understand how writers go about crafting paragraphs in order to build meaning. They will recognize how topic sentences, support, and elaboration work together to develop a concept for the reader. Examples include separating sentences of well-constructed paragraphs and asking students to place the manipulatives in the order that best builds meaning for them as a reader. Following this activity, students may reflect, using their own language and impressions, on the role each sentence served in the paragraph. Additional exposure across a variety of texts will aid students in recognizing paragraph patterns and structures.  **W8.9**  Using Graphic Organizer for Text Dependent Analysis (teaching analysis using Learning Progressions). At this time, teachers are not asking students to produce a large paper. Rather, teachers are modeling and guiding students through the process of analysis using short texts or visuals. A graphic organizer should be used as well as the Learning progressions to set goals and provide specific feedback to all students. |
| **Unit 3** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Drama  **Time Frame:**  Quarter 3 in 8th grade ELA classes | **Literature (RL8.4) - Craft & Structure Vocabulary Analysis- E08.A-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **Informational (RI8.4) – Craft & Structure- Vocabulary Analysis -E08.B-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **Literature (RL8.6) - Craft & Structure- Point of View: E08.A-C.2.1.1:** 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.  **Informational (RI8.6) - Craft & Structure- Point of View- E08.B-C.2.1.1** 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.  **Writing: Informative/ Explanatory Writing (W8.2)** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition,  classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  **Narrative Writing (W8.3):** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  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.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.  **Language Conventions:**  **E08.D.1.1.5** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  **E08.D.1.1.9** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | Think/Write/Pair/Share  Daily Collins Writing 1, 2, 3  Daily Inferences  Weekly Visual Analysis  Daily Word Generation  Daily Transacting with Text  Daily Edit  Weekly Literary Elements  Weekly Deconstructing a prompt  Learning Progressions | *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett (non-negotiable)  from "*Remarks on a Visit to Buchenwald*" Elie Wiesel pg. 738 (non-negotiable)  Choose 1 of 6:  1- *The Outsiders* by S.E. Hinton  2- *That Was Then, This Is Now* by S.E. Hinton  3- *Bronx Masquerade* by Nikki Grimes  4- *The Stars Beneath Our Feet* by David Barclay Moore  5- *Hitchhikers Guide to The Galaxy* by Douglas Adams  6- *Flowers for Algernon* by Daniel Keyes | Theme  Monologue  Stage Directions  Playwright  Central Idea  Objective  Summary  Dialogue  Cause and Effect  Flashback  Foreshadowing  Flashback  Conflict | Diction  Text Dependent analysis on how word choice (figurative or connotative) interconnects with another reading element  Inference  Relevant Textual Evidence  Generalization  Explanation  Elaboration  Analysis  Comprehend the passage  Deconstruct the Prompt  Identify interconnected literary elements (2)  Point of View (1, 2, 3rd…) and how a shift in POV could have an impact  Author’s Purpose  Practice Text Dependent Analysis with POV or Author’s purpose combined with another element or structure  Inference  Relevant Textual Evidence  Generalization  Explanation  Elaboration  Analysis  Comprehend the passage  Deconstruct the Prompt  Identify interconnected literary elements (2)  Informative/ Explanatory Writing | **RL. 8.4**  To interpret a writer’s style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, creating a “sub-story” or “story-within-a-story” and why the author may refer to an alternate text in his writing. To achieve this, students will learn to identify words and phrases that create/reveal a variety of tones. Once students see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via allusion or allegory, are present. Through partner, small group, or whole class discussions, students should then debate the why of that inclusion. Essential questions for this discussion may be: Why does the writer relate his or her text to another through analogy or allusion? What purpose does making this text-to-text connection serve? Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer’s use of language creates meaning within a text. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., verbal irony, puns) in context.  Use the relationship between particular words to better understand each of the words.  Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  **RI 8.4**  To interpret a writer’s style and word choice, eighth grade students will work to gain insight into how the writer uses figurative language, builds the background knowledge of the reader, and why there are references to different texts. To achieve this, students will learn to identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer’s overall purpose. Once students see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via analogies or allusions, are present. With partners, small groups, or whole class discussions, students should then debate the why of that inclusion. Essential questions for this discussion may include: Why does the writer relate his or her text to another through analogy or allusion? What purpose does making this text-to-text connection serve? Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  **RL8.6**  Students will understand the role of point-of-view in a given text. They should be guided to see how the point-of-view is essentially the lens through which the reader is allowed to see the story. To do this work, students may examine one story from a variety of viewpoints. For each viewpoint they assume, students should determine what they (as the character) know versus what other characters know. Once students have mapped out the differing viewpoints, they are ready to discuss the techniques writers use in order to experiment with and even manipulate point-of-view. In turn, placing themselves in the role as the reader, students can discuss how these techniques create specific tones and moods within the piece.  **RI 8.6**  Students will recognize how an author’s perspective presents itself within a text. This process may involve examining a text for overall purpose, personal bias, and opposing viewpoints. Students will examine argumentative/ evaluative texts such as editorials and persuasive speeches. Students may outline the perspective presented by the writer including key ideas, supporting details, and counterarguments. Students may then consider how someone of an opposing viewpoint may respond to the examples, data, or support offered in the original text. Students’ analysis may also focus on examining the author’s tone, word choice, and use of persuasive language. |
| **Unit 4** | **Core Focus Standards** | **Routines** | **Exemplars** | **Vocabulary/Key Ideas** | **Writing/Grammar** | **Know and Do** |
| **Unit Focus:** Argumentative and Poetic Writing  **Time Frame:**  Quarter 4 in 8th grade ELA classes | **Literature (RL8.7): Integration of Knowledge & Ideas** 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 by the director or actors.  **Informational (RI8.7): Integration of Knowledge & Ideas** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  **Informational (RI8.8): Integration of Ideas-E08.B-C.3.1.1** 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.  **Literature (RL8.9) - Integration of Knowledge of Ideas-Analysis Across Texts- E08.A-C.3.1.1** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.  Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.  **Informational (RI8.9): Integration of Knowledge and Ideas- Analysis Across Texts-** **E08.B-C.3.1.2-** 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.  **Argumentative Writing (W8.1):** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge 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), 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.  **Language (RL8.1 & RL8.3)**  **E08.D.2.1.3** Vary sentence patterns for meaning, reader/listener interest, and style. | Think/Write/Pair/Share  Daily Collins Writing 1,2,3  Daily Inferences  Weekly Visual Analysis  Daily Word Generation  Daily Transacting with Text  Daily Edit  Weekly Literary Elements  Weekly Deconstructing a prompt  Learning Progressions | Poetry p. 359-363 (non-negotiable: one example of each type)  "*Old Man*" Ricardo Sanchez p. 443  "’*For My Sister Molly Who in the Fifties*" Alice Walker p. 444  "*O Captain My Captain!*" Walt Whitman p. 419  "*Harlem Night Song*" by Langston Hughes pg. 383  "*The Road Not Taken*" by Robert Frost pg. 417  "*Ring Out Wild Bells*" by Tennyson pg. 369  "*Your Little Voice Over the Wires Came Leaping*" by E.E. Cummings pg. 407  "*The Sky is Low and the Clouds are Mean*" by Emily Dickinson pg. 379" | Connotation  Denotation  Figurative Language  Allusions  Tone/Mood  Rhyme Scheme  Meter  Sound Devices | Introduce how an argument of fact is similar to a TDA assignment. Show the alignment to the parts of analysis  Practice short arguments of Judgment using a graphic organizer and culminating to one complete argument of facts at the end of 4 weeks.  Arguments of Judgment  Warrant  Generalization  Claim  Evidence  Inference  Relevant Evidence  Credible Sources  Formal Style  Utilize sample arguments and have students identify claim, evidence, warrant, and sources.  Utilize the information learned in themes and approaches reading standards to inspire narrative writing with the students. | **RL8.7**  Students will understand how any given literary text can be transformed into and presented as another art form entirely; perhaps via film or live performance. To first understand how performed literature requires a different approach than written literature, students should be exposed to each medium and then be asked to assess and reflect upon the similarities and differences between them. For example, students could read a piece of literature and record their impressions as a reader. What strategies did they use as they read? What impressions did they have of the character? What details from the text directly contributed to these impressions? Then, the same piece of literature could be shown as a performance. Students may then reflect upon the similarities and differences between their initial understandings derived from the original text and those created from visual interpretation. For instance, they can observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image. Furthermore, they may notice that particular scenes and characters have been omitted and then analyze the reason behind those omission(s) and alterations. To extend this standard, students could take text from a screenplay and attempt to convert it into written literature. This activity encourages students to look deeper into the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting.  **RI 8.7**  Students will understand how the use of varying mediums may reinforce or distract readers from the central ideas presented in a text. In essence, students will evaluate how messages can most effectively be delivered to the intended audience. Work like this may include examining multiple mediums of text focused on the same key concept. For each text, students will use language and message to identify the intended audience. Then, through partner, small group, or written reflection, they will reflect on how effectively that medium expresses the message and reaches the intended audience.  **RI8.8**  Eighth grade students will dissect the argument presented in a text and analyze the support presented. One way to approach this is through analyzing a number of debates. For example, as students read closely, they could track claims, facts, and evidence presented as support. They could then use their notes to determine how direct the link between the speaker’s overall topic is to that piece of evidence. As students sort the evidence and repeat this process with a variety of texts, they may notice and discuss patterns. For instance, students may recognize that a number of texts cite data without having explained the original study, or speakers use weaker evidence to discredit oppositions.  **RL.8.9**  Eighth grade students will understand the timeless nature of literary themes. Specifically, they should be able to observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works. To master this, students must first be exposed to a variety of texts of varying formats and time periods that all focus around a common literary theme, such as love, friendship, or perseverance. As students read and discuss these texts, they should consider the author’s message about life. Once students have identified an overall theme of a text, they should examine how the writer created that theme. Students should specifically look for patterns of events, conflicts, or character types when choosing evidence of a theme. The final step of this standard involves students looking closely at the genres of myths, traditional stories, or religious works and determining how writers modernized their presentation of the theme while still holding true to the characteristics of that genre. As students read these texts, they should note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer’s approach.  **RI 8.9**  Eighth grade students will understand how two or more texts may present the same topic from differing viewpoints. Specifically, students should be able to cite instances of disagreement and analyze the basis for these discrepancies. This work may include examining argumentative/evaluative texts, including editorials and political campaign documents. As students read each text, they should note the support established by each writer and how those details relate to the writer’s overall message. For instance, students may consider whether the details serve to sensationalize the issue, address the counterargument, or inform the reader. In addition, students should consider the source of these supporting details and their overall credibility in regard to the given topic. Evidence of this standard may include seminars and debates as well as reflections. |