West Ada School District
English Language Arts Curriculum
English 8/Honors English 8
2012-2013

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Heather Tabacco, Sawtooth Middle School (Honors)
Jared Maybon, Heritage Middle School (Honors)

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<thead>
<tr>
<th>Quarter 1</th>
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<td>Investigations</td>
<td>Changes</td>
<td>Communications</td>
<td>Perspectives</td>
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F indicates that the standard is a focus standard and will be explicitly taught during the unit. X indicates that this standard will be met throughout the year.
but will not be explicitly taught; rather, teachers will need to ensure that students are meeting these standards as a result of explicit instruction through other standards.

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Investigations

Without mysteries, life would be very dull indeed. What would be left to strive for if everything were known?"—Charles de Lint

OVERVIEW:
Throughout time, folklore and legends have been generated to explain the unexplainable. Mysteries, ancient and modern, are a popular genre of literature because of human’s innate curiosity. Using logic and reasoning, humans have tried to replace the unexplainable with hypotheses and facts. During the first quarter, students will investigate mysterious circumstances by using research and narrative reading and writing.

Honors
Students in honors courses will be expected to work independently and to show evidence of higher level thinking. Content may be mature, sophisticated, and challenging. The duration of the unit may be adjusted to accommodate the length of study. Those areas of this unit particularly recommended for honors enrichment and expansion are noted with an H. See Appendix A for enrichment ideas in all Common Core strands.

ENDURING UNDERSTANDINGS:
- Investigation requires the gathering of information.
- Mysteries exist when information is unavailable or incomplete.
- Logical thinking uses reason to arrive at a valid conclusion.
- Humans have a natural need to explain the unexplainable.

ESSENTIAL QUESTION:
- How do people make sense of things they don’t understand?

GUIDING QUESTIONS:
- What is the purpose of investigation?
- What makes a mystery?
- How can logic and reason be used to solve a mystery?
- Why are humans fascinated by unexplainable events?

STUDENTS WILL KNOW AND UNDERSTAND THE FOLLOWING TERMS:
* indicates concept previously introduced in earlier grades

Reading and Writing Vocabulary:
- citation*
- claim*
- deduction
- direct quote*
- evidence*
- hypothesis*
- induction

Literary Vocabulary:
- alibi
- cliffhanger
- clue
- detective (and synonyms)
- dramatic irony
- figurative language*
- foreshadowing*

Language Vocabulary:
- active voice
- gerund
- infinitive
- participle
- passive voice
- verbal
### ELA Curriculum Grade 8

#### Students will be able to do the following:

**Reading: Literature**

**Key Ideas and Details**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>RL.8.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>RL.8.2</td>
<td>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.</td>
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<tr>
<td>RL.8.3</td>
<td>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.</td>
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**Craft and Structure**

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<tr>
<td>RL.8.6</td>
<td>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.</td>
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**Reading: Informational Text**

**Key Ideas and Details**

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<td>RI.8.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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**Writing**

**Text Types and Purposes**

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<th>Standard</th>
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<tr>
<td>W.8.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
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<tr>
<td>W.8.3.a</td>
<td>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.</td>
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<td>W.8.3.b</td>
<td>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</td>
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<td>W.8.3.c</td>
<td>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.</td>
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<tr>
<td>W.8.3.d</td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
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<td>W.8.3.e</td>
<td>Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
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Research to Build and Present Knowledge

| W.8.7 | Conduct short 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. |

Speaking and Listening

**Comprehension and Collaboration**

| 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. |
| SL.8.1.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. |

Presentation of Knowledge and Ideas

| SL.8.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant 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. |

Language

**Conventions of Standard English**

| L.8.1.a | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| L.8.1.b | Form and use verbs in the active and passive voice. |

**Vocabulary Acquisition and Use**

| L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.8.5.a | Interpret figures of speech (e.g. verbal irony, puns) in context. |

Suggested Works: (grade 6-8 text complexity band: 925L-1185L)

ADOPATED RESOURCES

- *Language Network* (2001), McDougal-Littell
- *Write Traits Classroom Kits* (2002-04), Great Source
- *Step Up to Writing Secondary Sets* (3rd edition), Sopris West
- *Word Cells*
ANCHOR TEXTS: Anchor texts are dedicated specifically to this unit. Teachers do not need to use all of them in this unit. These texts, however, should not be used in any other unit. Therefore, students who transfer to other schools within the district will not read the same anchor texts more than once, giving them a richer literary experience.

- “The Tell-Tale Heart,” PH p. 542
- “The Adventures of the Speckled Band,” PH p. 474
- “Crime Solving Procedures,” PH p. 494
- “Southern Mansion,” PH p. 510
- Sweetness at the Bottom of the Pie by Alan Bradley, (approved supplemental novel, Lexile Level 960) H

SUPPORTING TEXTS: Supporting texts can be used with this unit or with other units as desired.

Short Stories
- “Horseman in the Sky” by Ambrose Bierce, PH p. 515 H
- “Coyote Steals the Sun and Moon,” PH p. 902
- “The Spirit Chief Names the Animal People,” PH p. 905
- “Why the Waves have Whitecaps” by Zora Neale Hurston, PH p. 918
- Two Minute Mysteries by Donald J. Sobol (short story anthology; check school library for checkout or interlibrary loan)
- “The Open Window” by H.H. Munro (Saki), http://printables.scholastic.com/printables/detail/?id=29235 (must subscribe to website in order to print)

Approved Supplemental Novels
- And Then There Were None by Agatha Christie (570 Lexile)
- The Westing Game by Ellen Raskin (750 Lexile)

Poems
- “The Raven” by Edgar Allan Poe

Nonfiction
- “Glow in the Dark” by Gary Paulsen, PH p. 504
- “Why Leaves Turn Color in the Fall” by Diane Ackerman, PH p.458
- “Lights in the Night” from An American Childhood by Annie Dillard, PH p. 443 H

Picture Books
- Motel of the Mysteries by David Macaulay (out of print) (Lexile Level 1270) H
- Any picture book without words, such as Tuesday by David Wiesner
<table>
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<th>DIGITAL CONTENT</th>
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<tr>
<td>Online resources for the Open Window: <a href="http://www.online-literature.com/hh-munro/1851/">http://www.online-literature.com/hh-munro/1851/</a></td>
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<td>1. <strong>MYSTERIES (RL.8.4, RI.8.4)</strong>: As a start to the unit, elicit background knowledge on mysteries.</td>
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<td>Examples:</td>
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<td>- Give students the following writing prompt: You have lost something important to you. What steps will you take to find out what happened and locate this prized object?</td>
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<td>- Lead a discussion about mysteries in the world. What are things we still don’t understand? How can we find out more about these mysteries?</td>
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<td>- Introduce pertinent unit and text vocabulary by using Marzano’s six step approach to vocabulary development, the Frayer model, or Cognitive Content Vocabulary</td>
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<table>
<thead>
<tr>
<th>READING ACTIVITIES</th>
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<tbody>
<tr>
<td><strong>GRAPHIC ORGANIZER TO SUPPORT ACTIVE READING (RL.8.1, RL.8.3, RL.8.6, RL.8.10, SL.8.1, SL.8.1.a, SL.8.4, L.8.5, L.8.5.a)</strong>: As students read selections from this unit, they take notes in their journal or on a graphic organizer in which students make predictions, identify literary technique, etc. about the selections read for the unit. Students write quotes or details from the story to support their responses. After the story, students revisit their notes in a class discussion or Socratic Seminar.</td>
</tr>
<tr>
<td><strong>MAPPING THE PLOT (RL.8.2)</strong>: Students complete a plot map (exposition, conflict, rising action, climax, falling action, resolution) for the selections read in class. Students use the plot map to help identify key characteristics of the story, including theme/central idea, and to summarize the plot.</td>
</tr>
<tr>
<td><strong>FORESHADOWING (RL.8.6)</strong>: Students identify events where foreshadowing and dramatic irony are used and discuss the how effects of each help build mood and suspense.</td>
</tr>
<tr>
<td><strong>MINI-RESEARCH (RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.6, SL.8.5)</strong>: Students will choose a modern unsolved mystery such as Bigfoot, crop circles, D.B. Cooper, Amelia Earhart, Stonehenge, etc., to research (read, evaluate, quote, paraphrase and summarize) in support of a mini-research project. Students will present their findings to the class. The students will create a visual aid (poster, Power Point, etc.) and integrate it into their presentation.</td>
</tr>
</tbody>
</table>
• **HONORS MINI-RESEARCH (RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.6, SL.8.5):** Students will collaborate with a partner and present their research in a creative format, such as Prezi, schooltube, animoto, etc. Creative digital presentation ideas can be found at these links:

• **COMPARE AND CONTRAST (RI.8.2, RI.8.3, RI.8.6, RI.8.9, RI.8.10):** Students read two or more informational texts about real life mysteries that provide conflicting information on the same topic. Student will analyze where the texts disagree on matters of fact or interpretation.

• **HONORS COMPARE AND CONTRAST (RL.8.2, RL.8.3, RL.8.6, RL.8.9, RL.8.10):** Students will read two Sherlock Holmes short stories and compare and contrast them.


**WRITING ACTIVITIES**

1. **NARRATIVE WRITING (W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.6, W.8.10, L.8.1, L.8.1.d, L.8.2.a, L.8.2.c, L.8.3):** Using the writing process, students will write their own mystery applying the traits of mystery to their stories, using details to develop the setting, characters, plot and suspense, and including dialog and using a comma, ellipses or dash in dialog as appropriate.
   - Pretending that they are living 2,000 years in the future, students take a location from a story or a modern-day location and tell the mystery or the back story of the location playing with setting.
   - Using the Mysteries of Harris Burdick, students write a mysterious short story or poem based on Mystery.
   - Using any story starting techniques, students write an original mystery.

2. **ON-DEMAND WRITING (W.8.9.a, W.8.10):** (journals, tickets out the door, etc.): Students will apply grade 8 reading standards to the reading selections studied in class to draw on themes, patterns of events, or character types.

3. **RESEARCH WRITING (W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9, W.8.9.b, W.8.10, L.8.1, L.8.2.a, L.8.3):** Students will choose a modern unsolved mystery such as Bigfoot, crop circles, D.B. Cooper, Amelia Earhart, Stonehenge, etc., to research (read, evaluate, quote, paraphrase and summarize). Students will create a product that presents their findings (can be paper, pamphlet, article, speech, etc.)

**VOCABULARY**

1. **WORD CELLS (L.8.4.b, L.8.6):** Students will complete word study packets and assessments via Word Cells.
ELA Curriculum Grade 8

2. **HONORS WORD WITHIN THE WORD BY MICHAEL CLAY THOMPSON** *(L.8.4.b, L.8.6):* Students will complete the Word within the Word activities.

3. **Word Study** *(RL.8.4, RI.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.6):* As pre-reading, during-the-reading and post reading strategies, students apply background knowledge, context, word parts and references to determine or clarify the meaning of unknown and multiple-meaning words from stories read in class.

**LANGUAGE**

1. *(L.8.1, L.8.1.a, L.8.1.b):* Complete activities that support the language skills listed in this unit including
   - Explan the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Students will go to this website and read the information and do the exercises: [http://www.uhv.edu/ac/efl/pdf/verbsgerunds.pdf](http://www.uhv.edu/ac/efl/pdf/verbsgerunds.pdf). Also, encourage students to identity verbals in their reading selections and use them in their writing.
   - Show students the difference between active and passive voice by using the examples at this website: [http://examples.yourdictionary.com/examples/examples-of-active-and-passive-voice.html](http://examples.yourdictionary.com/examples/examples-of-active-and-passive-voice.html). Discuss when using passive voice is appropriate. This website gives some tips on that: [http://thewritepractice.com/when-you-should-use-passive-voice/](http://thewritepractice.com/when-you-should-use-passive-voice/).
   - Students will find sentences/paragraphs that are written in active voice and rewrite them in passive voice; they will find sentences/paragraphs that are written in passive voice and rewrite them in active voice.

2. **HONORS GRAMMAR:** MICHAEL CLAY THOMPSON *(L.8.1, L.8.1.a, L.8.1.b):* Honors students will work on Michael Clay Thompson grammar activities as needed.

**SBAC ASSESSMENT PREP**

1. **DRAGONS AND BIGFOOT AND MONSTERS, OH MY!** *(W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.6, W.8.10, L.8.1, L.8.1.d, L.8.2.a, L.8.2.c, L.8.3):* As you read/watch each of the following, notice how people try to make sense of things they don’t understand. Select one of these phenomena and write a narrative essay about it, describing what it was that people in the past did not understand about it, how it is being explained now, and how it might be explained in the future. Additional research may be necessary to give an accurate account of how people have responded to these creatures.
   - The Top Ten Most Mysterious Creatures of Modern Times: [http://paranormal.about.com/od/othercreatures/a/10-creatures.htm](http://paranormal.about.com/od/othercreatures/a/10-creatures.htm)
Grade 8 ▶ Unit 2, Quarter 2

Changes

“Change alone is eternal, perpetual, immortal.”

– Arthur Schopenhauer

**OVERVIEW:**

One cannot understand the present without knowledge from the past. In order to fully appreciate humanity, we need to reflect on the necessity for change, and the challenges that change presents. Change evolves from circumstances and the human determination to adapt. Dreams, obstacles, technology, exploration and science can be an impetus for change. During the second quarter, students will read narrative and informational texts. They will write arguments as they explore the concept of change in culture and communities, and how the individual can affect change.

**Honors**

Students in honors courses will be expected to work independently and to show evidence of higher level thinking. Content may be mature, sophisticated, and challenging. The duration of the unit may be adjusted to accommodate the length of study. Those areas of this unit particularly recommended for honors enrichment and expansion are noted with an H. See Appendix A for enrichment ideas in all Common Core strands.

**ENDURING UNDERSTANDINGS:**

- Change and progress are different.
- Change is a cause and effect relationship.
- Change creates challenges; challenges create change.
- Change is inevitable.
- Literature explores the effects of change.

**ESSENTIAL QUESTIONS:**

- What is the impact of change?

**GUIDING QUESTIONS:**

- How are change and progress different?
- What can be affected by change?
- How does change challenge our thinking?
- How can change be both positive and negative?
- How do advances in society such as technology both help and hinder progress?
- How does literature explore the effects of change?
### ELA Curriculum Grade 8

#### STUDENTS WILL KNOW AND UNDERSTAND THE FOLLOWING TERMS:
* indicates concept previously introduced in earlier grades

<table>
<thead>
<tr>
<th>General Vocabulary:</th>
<th>Reading/Writing Vocabulary:</th>
<th>Language Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>conformity</td>
<td>fact vs. interpretation</td>
<td>active/passive voice</td>
</tr>
<tr>
<td>dystopia</td>
<td>claim*</td>
<td>clauses*</td>
</tr>
<tr>
<td>utopia</td>
<td>counterclaims</td>
<td>conditional mood</td>
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<tr>
<td></td>
<td>logical reasoning</td>
<td>phrases*</td>
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<tr>
<td></td>
<td>relevant evidence</td>
<td>subjunctive mood</td>
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</table>

**Literary Terms:**
- allusions*
- analogies*
- theme*

**Language Vocabulary**
- active/passive voice
- clauses*
- conditional mood
- phrases*
- subjunctive mood
- verb moods:
  - conditional
  - imperative
  - indicative
  - interrogative
  - subjunctive

#### STUDENTS WILL BE ABLE TO DO THE FOLLOWING:

**Reading: Literature**

**Key Ideas and Details**
- **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.

**Craft and Structure**
- **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.

**Integration of Knowledge and Ideas**
- **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 by the director or actors.

**Range of Reading and Level of Text Complexity**
- **RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**Reading: Informational Text**

**Key Ideas and Details**
- **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Writing**
### Text Types and Purposes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>W.8.1</td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>W.8.1.a</td>
<td>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
</tr>
<tr>
<td>W.8.1.b</td>
<td>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
</tr>
<tr>
<td>W.8.1.c</td>
<td>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>W.8.1.d</td>
<td>Establish and maintain a formal style.</td>
</tr>
<tr>
<td>W.8.1.e</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
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### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>W.8.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>W.8.5</td>
<td>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.</td>
</tr>
<tr>
<td>W.8.6</td>
<td>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.</td>
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### Research to Build and Present Knowledge

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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>W.8.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>W.8.9.a</td>
<td>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</td>
</tr>
<tr>
<td>W.8.9.b</td>
<td>Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).</td>
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</table>

### Range of Writing

### Speaking and Listening

### Comprehension and Collaboration

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>SL.8.1.b</td>
<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>SL.8.2</td>
<td>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
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## Language

### Conventions of Standard English

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<tr>
<td>L.8.1.c</td>
<td>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
</tr>
<tr>
<td>L.8.1.d</td>
<td>Recognize and correct inappropriate shifts in verb voice and mood.*</td>
</tr>
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### SUGGESTED WORKS: (grade 6-8 text complexity band: 925L-1185L)

**ADOPTED RESOURCES**

- Timeless Voices, Timeless Themes: Silver (2000), Prentice Hall
- Reader’s Handbook (2002), Great Source
- Language Network (2001), McDougal-Littel
- Write Source 2000 (1995), Great Source
- Write Traits Classroom Kits (2002-04), Great Source
- Step Up to Writing Secondary Sets (3rd edition), Sopris West
- Word Cells

**ANCHOR TEXTS:** Anchor texts are dedicated specifically to this unit. Teachers do not need to use all of them in this unit. These texts, however, should not be used in any other unit. Therefore, students who transfer to other schools within the district will not read the same anchor texts more than once, giving them a richer literary experience.

- “Flowers for Algernon” by Daniel Keyes, PH. p. 204
- Giver by Lois Lowry (approved supplemental novel, 760 Lexile)
- “Ring Out, Wild Bells” by Alfred Lord Tennyson, PH p. 92
- “The Secret” by Arthur C. Clarke, PH. p. 122

**SUPPORTING TEXTS:** Supporting texts can be used with this unit or with other units as desired.

**Short Stories**

- Harrison Bergeron by Kurt Vonnegut, Jr.
  [http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/Collection%202/Harrison%20Bergeron%20p1.htm](http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%204/Collection%202/Harrison%20Bergeron%20p1.htm)

**Approved Supplemental Novels**

- House on Mango Street by Sandra Cisneros (870 Lexile)
- Life as We Knew It by Susan Beth Pfeffer (770 Lexile)
- The Summer of My German Soldier by Bette Greene (800 Lexile)
- Year of Impossible Goodbyes by Sook Nyui Choi (840 Lexile)

**Poems**

- “Forgotten Language” by Shel Silverstein, PH p. 857
- “Hard Questions” by Margaret Tsuda, PH p. 198
- “Much Madness is divinest Sense—“ by Emily Dickinson, PH p. 195

**Plays**
### ELA Curriculum Grade 8

#### Nonfiction
- **Much Ado About Nothing** by William Shakespeare, *PH* p. 790
- **“Shooting Stars”** by Hal Borland, *PH* p. 82
- **“Something from the Sixties”** by Garrison Keillor, *PH*, p. 84 (narrative nonfiction)
- Excerpt from *I Know Why the Caged Bird Sings* by Maya Angelou *PH*. p. 24

#### Songs
- **“Space Oddity”** by David Bowie, *PH*. p. 127
- **“Harrison Bergeron”** by Forrest Whitlow

#### Picture Books
- **Chrysanthemum** by Kevin Henkes
- **The Girl Who Loved Wild Horses** by Paul Gobel

#### DIGITAL CONTENT

**Art/Photos**
- Pablo Picasso Art from Various Art Periods to show visually how things change (any artist whose style changed over time can be used)
  [http://www.pablopicasso.org/index.jsp](http://www.pablopicasso.org/index.jsp):
  - Boy with a Pipe (1905)
  - Three Musicians (1921)

**Media**
- 2081 (based on “Harrison Bergeron”) (dvd) order from [www.izzit.org](http://www.izzit.org) (can order for free if you register)
- Lowis Lowry’s Newberry Award Acceptance Speech for *The Giver* (text)
- *The Giver* movie trailer ([http://www.youtube.com/watch?v=WEDahlr8izs](http://www.youtube.com/watch?v=WEDahlr8izs))

#### Music
- **“Changes”** by David Bowie [http://www.youtube.com/watch?v=xMQ0Ryy01yE](http://www.youtube.com/watch?v=xMQ0Ryy01yE)

#### Websites
- 10 Inventions that Changed the World:
  [http://www.howstuffworks.com/innovation/inventions/10-inventions-that-changed-the-world.htm](http://www.howstuffworks.com/innovation/inventions/10-inventions-that-changed-the-world.htm)
SAMPLE ACTIVITIES AND ASSESSMENTS
(Focus standards are in bold.)

INTRODUCTORY ACTIVITY
1. WORD SPLASH ([SL.8.1.d, L.8.1, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d]): A word splash is a collection of key terms or concepts from a reading. These terms should be familiar to the students. The words are related to concepts that will be presented in the upcoming text.
   - On a large piece of butcher paper, the word is written in the middle of the paper and a line dividing the paper in half.
   - The students write their personal definition of the word below the line.
   - Then the students write their predictions as to how the concept will be used in the text above the line.
   - Possible words (for The Giver):
     - Identity
     - Community
     - Jobs
     - Memories
     - Relationships
     (from The Giver, from http://curriculum.suhsd.k12.ca.us/)

READING STRATEGIES
1. CONCEPT ORGANIZER for The Giver or other appropriate text ([RL.8.4, L.8.1, L.8.2.c, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d]): Divide students into small groups. Each group will be assigned a word to jigsaw. Conformity, Change, Progress, Challenge, Dystopia, Utopia (or word that best fits) Students will build their understanding of the key concept of these words by examining the way the word is used. (From http://curriculum.suhsd.k12.ca.us/)
   - Model Sentence Example
   - Synonyms
   - Examples, Non-Examples
   - Individual Student Sentence Example (not the same as the group’s)
   - Allusions
   - Analogies

2. STRUCTURED ACADEMIC DISCUSSION for The Giver or other appropriate text ([SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, L.8.1]): Students will participate in a structured discussion that requires them to brainstorm ideas, use academic discourse, active listening, and summarize their ideas around the topic of conformity vs. freedom of choice and/or changes vs. progress. (From Kinsella, http://curriculum.suhsd.k12.ca.us/)
   - Discussion Task: Brainstorm by listing five examples of how people conform and exercise freedom of choice or five examples of how people change and how people progress.
   - Academic Discourse: Using one of the sentence starters provided, write your ideas academically.
   - Active Listening: during the class discussion, each student must record at least 2 ideas shared by another classmate.
• **HONORS** The Giver and Utopia Society: Compare The Giver to Utopia societies in America

3. **REFLECTIVE WRITING QUICKWRITE (L.8.2):** Describe what our society would look like if there were not any laws or rules. Would life be perfect or chaotic? Support your description with details and examples. (from [http://curriculum.suhsd.k12.ca.us/](http://curriculum.suhsd.k12.ca.us/))

4. **ABC BRAINSTORMING (W.8.10, SL.8.1.b, SL.8.1.c, L.8.1, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.6):** (CRISS Training Manual pg. 77) Ask students to write the alphabet down the left side of a sheet of notebook paper. With a partner or small group, have students brainstorm words that are related to change and the challenges with which they are associated. Throughout the unit, students will revise or add to this list using the texts covered in class citing the title of the sources with their page numbers.

5. **DISCUSSION WEB (RL.8.1, L.8.1, L.8.2, L.8.2.c):** (CRISS Training Manual pg. 83): Model with a whole class discussion. Provide copies of the discussion web for the students. Write a question in the middle of the grid (e.g., for The Giver: Is a dystopia a good idea? Would a utopia work in our world?).
   - Discuss reasons for the topic (e.g. cite ideas from the reading).
   - Brainstorm ideas on both sides of the argument, encouraging students to take sides contrary to their personal views.
   - Cite facts from the texts.
   - Develop conclusions on both sides.
   - Ask students to work in pairs and decide which conclusions seem more valid. Why?

6. **COMPARE AND CONTRAST (RL.8.7, SL.8.2):** After reading The Giver, show the movie trailer ([http://www.youtube.com/watch?v=WEDahlr8izs](http://www.youtube.com/watch?v=WEDahlr8izs)).
   - Identify the parts from the book shown in the trailer.
   - Ask students to analyze how the creator stayed true to the book (or not), why they think the creator of the trailer chose these parts to intrigue the audience and not others, and what the creator’s motive was.

7. **ANALYZE THEME DEVELOPMENT (RL.8.1, RL.8.2, RL.8.3, RL.8.9, RL.8.10):** Using a graphic organizer that can track the choices/changes/challenges for the characters, students will track evidence from the text.
   - After the text is read, students will use their notes to determine a central theme of the text.
   - Students will then write an objective summary of their findings about theme and its relationship to character, setting, or plot.
   - Students will link the modern work of fiction to the traditional story archetypes and describe how the material is rendered new.

8. **ANALYZE INFORMATIONAL TEXT (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.10, W.8.9, W.8.9.a, W.8.9.b):** Students will read informational text OR VIEW DIGITAL MEDIA about issues which are related to the themes in the literature. They will determine the central idea of the texts. Then students will analyze how the topic has changed over time or how it informs our understanding of the literature.
9. **TRIANGLE COMPARISON DIAGRAM (W.8.9, W.8.9.a, W.8.9.b)**: (CRISS Training Manual pg. 63) Students select three texts from the unit and create a triangle comparison diagram. The central idea will be change/challenges. Students will demonstrate how the texts compare and contrast.

10. **COMPARE/CONTRAST (RL.8.7, SL.8.2)**: Read “Harrison Bergeron” and watch 2081 (video version of “Harrison Bergeron”). 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.

11. **HONORS TRIANGULAR DIAGRAM: Ted Talk (RL.8.1, RL.8.5, RI.8.1)**: Students will expand the typical Venn diagram to compare themes in 3 selections (see Triangular Comparison Diagram on page 63 of Project CRISS manual for information on the format and levels of comparisons). As an example, students could compare the concept of change using “The Secret” (PH p. 122), “A Retrospect on How Picasso Changed the World” (from online Teen Ink), and “The $80 Prosthetic Knee That’s Changing Lives” (Ted Talk by Krista Donaldson http://www.ted.com/talks/krista_donaldson_the_80_prosthetic_knee_that_s-changing_lives).

**WRITING ACTIVITIES**

1. **DISCUSSION WEB ESSAY (W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.1.e, W.8.4, W.8.5, W.8.9, W.8.9.a, W.8.9.b)**: Using the Discussion Webs previously completed (see CRISS Training Manual pg. 83), students will continue the writing process to create arguments which support claims with clear reasons and relevant evidence.

2. **DISCUSSION WEB ESSAY EXTENSION (W.8.4, W.8.6, W.8.10, SL.8.2, SL.8.3)**: The teacher will post student essays to class website. Students will access the website, read and write a counterclaim to another student’s work. Counterclaims will focus on: soundness of reasoning and relevance, sufficiency of evidence, and identifying when irrelevant information is introduced.

3. **MOVIE TRAILER (W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.4, W.8.5, W.8.6)**: Students create a movie trailer for one of the main texts read in class. Students will explain why they chose those particular scenes and how they demonstrate one or more of the enduring understandings for the unit. (see http://www.youtube.com/watch?v=WER Dahlr81z for a student example of a movie trailer for The Giver)


After reflecting on why David Bowie chose those words, students will then write their own words to a song to reflect the texts read in class. Students will include an artist’s
statement to explain how their song reflects the texts read for class and one or more of the enduring understandings for this unit.

5. **ART ANALYSIS**([W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.4, W.8.5, W.8.6]):** Compare and contrast between a two pieces of art by the same artist such as Picasso’s piece of art and its modern counterpart to explore how the works are examples of one of the enduring understandings for this unit. The same activity can be done with poetry, short stories and/or nonfiction written by the same author.

6. **HONORS SOLILOQUY WRITING** ([W.8.4, W.8.5, W.8.6, W.8.9]): Students will write a soliloquy based on Much Ado About Nothing


**LANGUAGE**

1. **RUNNING LOG** ([L.8.1.c, L.8.1.d, L.8.3, L.8.3.a]): Keep a running log of active and passive voice in the conditional or subjunctive mood throughout the reading of a text. Students can practice changing these sentences from active to passive voice as well as changing the mood/verb tense of the sentences to determine what effect active and passive voice as well as conditional and subjunctive mood have on a text.

**VOCABULARY**

1. **Word Cells** ([L.8.4.b, L.8.6]): Students will complete word study packets and assessments via Word Cells.

2. **HONORS** Word within the Word by Michael Clay Thompson ([L.8.4.b, L.8.6]): Students will complete the Word within the Word activities.

3. **Word Study** ([RL.8.4, RI.8.4, L.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.6]): As pre-reading, during-the-reading and post reading strategies, students apply background knowledge, context, word parts and references to determine or clarify the meaning of unknown and multiple-meaning words from stories read in class.

**SBAC ASSESSMENT PREP**

1. **ARGUING FOR CHANGE** ([RI.8.1, RI.8.8, W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.1.e]): After reading the following selections, choose one invention and write an argumentative paper making a case that this one invention has caused the most significant changes and has had the greatest impact on our world. Be sure to use textual evidence to support your position. Some additional research may be necessary.

   **Resources:**
10 Inventions that Changed the World:
http://www.howstuffworks.com/innovation/inventions/10-inventions-that-changed-the-world.htm
Grade 8 ▶ Unit 3, Quarter 3

Communications

“The single biggest problem in communication is the illusion that it has taken place.”

–George Bernard Shaw

OVERVIEW:
Interpersonal communications are more important than ever as one’s ability to seek and share information is easier than ever before. Students will contribute appropriately in a variety of rich, structured discussions and forums. Students will be able to communicate researched ideas effectively and formally in speaking and writing.

Honors
Students in honors courses will be expected to work independently and to show evidence of higher level thinking. Content may be mature, sophisticated, and challenging. The duration of the unit may be adjusted to accommodate the length of study. Those areas of this unit particularly recommended for honors enrichment and expansion are noted with an H. See Appendix A for enrichment ideas in all Common Core strands.

ENDURING UNDERSTANDINGS:

- Effective communication includes claims supported by relevant evidence and valid reasoning.
- All communication is biased.
- Effective discussions require participants to be prepared, follow listening and speaking norms to acknowledge and respond to new information.
- The goal of communication is to share and synthesize ideas.
- Integrating multimedia and visual displays into presentations clarifies information, strengthens claims and evidence, and adds interest.
- Each form of communication carries expectations for preparation, organization and presentation.

SUGGESTED ESSENTIAL QUESTION:
- What is effective communication?
**GUIDING QUESTIONS:**

- What are claims, relevant evidence, and valid reasoning?
- What is plagiarism and how can it be avoided?
- How is all communication biased?
- How does communication change based on purpose and audience?
- What are the norms for speaking and listening in different forums?
- How does sharing ideas contribute to the development of one’s ideas?
- Why is synthesizing information an important aspect of communication?
- What is required for the effective presentation of ideas?

**STUDENTS WILL KNOW AND UNDERSTAND THE FOLLOWING TERMS:**

<table>
<thead>
<tr>
<th>Writing Terms</th>
<th>Speaking Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>abstract (technical writing)</em></td>
<td><em>collaboration</em></td>
</tr>
<tr>
<td><em>bias</em></td>
<td><em>content</em></td>
</tr>
<tr>
<td><em>claim</em></td>
<td><em>delivery</em></td>
</tr>
<tr>
<td><em>direct quote(s)</em></td>
<td><em>inflection</em></td>
</tr>
<tr>
<td><em>ellipses (omission)</em></td>
<td><em>gestures</em></td>
</tr>
<tr>
<td><em>fact</em></td>
<td><em>standard English</em></td>
</tr>
<tr>
<td><em>opinion</em></td>
<td>(See language terms from Unit 1)</td>
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</table>

<table>
<thead>
<tr>
<th>Writing Terms</th>
<th>Speaking Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>internal/parenthetical citation</em></td>
<td><em>collaboration</em></td>
</tr>
<tr>
<td><em>paraphrase</em></td>
<td><em>content</em></td>
</tr>
<tr>
<td><em>plagiarism</em></td>
<td><em>delivery</em></td>
</tr>
<tr>
<td><em>summarize</em></td>
<td><em>inflection</em></td>
</tr>
<tr>
<td><em>thesis/hypothesis</em></td>
<td><em>gestures</em></td>
</tr>
<tr>
<td><em>work(s) cited</em></td>
<td><em>standard English</em></td>
</tr>
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**STUDENTS WILL BE ABLE TO DO THE FOLLOWING:**

**Reading: Informational Text**

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
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<tbody>
<tr>
<td>RI.8.1</td>
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<tr>
<td>RI.8.2</td>
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</table>

**Craft and Structure**

| RI.8.5 | 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. |

**Integration of Knowledge and Ideas**

| 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. |
| 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. |

**Writing**

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
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<tbody>
<tr>
<td>Standard</td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>W.8.2</td>
</tr>
<tr>
<td>W.8.2.a</td>
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<tr>
<td>W.8.2.b</td>
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<tr>
<td>W.8.2.c</td>
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<tr>
<td>W.8.2.d</td>
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<tr>
<td>W.8.2.e</td>
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<tr>
<td>W.8.2.f</td>
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**Production and Distribution of Writing**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.8.6</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Research to Build and Present Knowledge**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>W.8.7</td>
<td>Conduct short 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.</td>
</tr>
<tr>
<td>W.8.8</td>
<td>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.</td>
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</tbody>
</table>

**Speaking and Listening**

**Comprehension and Collaboration**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>SL.8.1.c</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
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</tbody>
</table>

**Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>SL.8.4</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>SL.8.5</td>
<td>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
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</tbody>
</table>

**Language**

**Conventions of Standard English**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>L.8.2.a</td>
<td>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
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</tbody>
</table>
L.8.2.b  Use an ellipsis to indicate an omission.
L.8.2.c  Spell correctly.

**Vocabulary Acquisition and Use**

L.8.4.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.

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.

**SUGGESTED WORKS:** *(grade 6-8 text complexity band: 925L-1185L)*

**ADOPTED RESOURCES**

- *Language Network* (2001), McDougal-Littell
- *Write Traits Classroom Kits* (2002-04), Great Source
- *Step Up to Writing Secondary Sets* (3rd edition), Sopris West
- *Word Cells*

**ANCHOR TEXTS:** Anchor texts are dedicated specifically to this unit. Teachers do not need to use all of them in this unit. These texts, however, should not be used in any other unit. Therefore, students who transfer to other schools within the district will not read the same anchor texts more than once, giving them a richer literary experience.

- *Nothing But the Truth* by Avi (approved supplemental novel)

**SUPPORTING TEXTS:** Supporting texts can be used with this unit or with other units as desired.

**Nonfiction**

- “Critically Viewing TV Messages”, PH p.887
- “Speaking, Listening, and Viewing Handbook”, PH p. 985

**Songs**

- Advertising Jingles found online (ex: “I am stuck on BandAid brand …”)

**DIGITAL CONTENT**

**Media**

- Extensive options for historical speeches and discussions on public speaking: Discovery Ed *(http://discoveryeducation.com/)*
- A newspaper article on the importance of speaking and listening skills in British schools: *http://www.telegraph.co.uk/education/educationnews/9285028/Labour-pupils-should-be-given-lessons-in-speaking-skills.html*
ELA Curriculum Grade 8

- Listening and Speaking Strategies: [Link to Listening and Speaking Strategies]

Political Cartoons
- Daryl Cagle from msn.com [Link to Daryl Cagle's site] (review for appropriate content)
- Library of Congress Political Cartoons [Link to Library of Congress]

SAMPLE ACTIVITIES AND ASSESSMENTS
(Focus standards for this unit are in bold.)

INTRODUCTORY ACTIVITY
1. COMPARING ADVERTISEMENTS (RI.8.4, RI.8.7, W.8.8): Students can gather samples of advertising from the same company in different mediums and compare them in written form (ex: Geico on the radio, on TV, in mailers, in magazines, in newspapers and on the Internet).

READING ACTIVITIES
2. READING INFORMATIONAL TEXT ABOUT COMMUNICATION (RI.8.1, RI.8.2, SL.8.2, SL.8.3): See the following lessons:
   - “Critically Viewing TV Messages” PH p.887
   - “Speaking, Listening, and Viewing Handbook.” PH p. 985
3. RECOGNIZING TYPES OF PROPOGANDA IN ADVERTISING: (RI.8.1, RI.8.2, RI.8.3, RI.8.6): [Link to Propaganda site] This site provides background information on propaganda and gives sample activities such as finding the types in print/digital media.
4. EDITORIAL CARTOONS (RI.8.3, RI.8.6, RI.8.7, RI.8.9): Students can use political cartoons to: analyze how they make connections, determine the artist’s point of view or purpose, evaluate the advantage of using this medium to present the idea, or analyze two cartoons that provide conflicting information on the same topic.
5. ACTIVITIES FOR Nothing but the Truth (RL.8.2, RL.8.3, W.8.4, W.8.10, SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d): [Link to Nothing but the Truth site] This site contains links and activities that correspond to the communications focus of the novel, including additional texts of various formats.
ELA Curriculum Grade 8

7. **Honors—NEWSPAPERS AND MEDIA (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6):** Students will read and respond to articles from newspapers. Suggested resources: Wall Street Journal, USA Today, Statesman, New York Times. Many papers will send teachers free samples knowing that they will be using them for educational purposes. For example, the Wall Street Journal and USA Today, will send individual copies of their paper upon request. The customer service phone numbers are located on their websites. However, the Idaho Tribune, which is a local paper, will deliver a class set as many as five days a week. You need to fill out the form in Appendix B and send or fax it in by the end of the previous school year.

**WRITING ACTIVITIES**

1. **FORMAL ACADEMIC RESEARCH PAPER (W.8.2, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.d, W.8.2.e, W.8.2.f, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9.a, W.8.9.b, L.8.1, L.8.2.a, L.8.2.b, L.8.2.c, L.8.3, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.6):** Students will write a formal academic research paper on a topic that can be chosen by the school/teacher. Students will then conduct research on this topic in which all sources will be evaluated and information will be analyzed critically. The paper must focus on the student’s purpose and address the audience, and include an introduction, complete analysis of the topic including internal/parenthetical citations, convey ideas clearly through coherent organization, conclusion and work(s) cited page. Students will follow the writing process, with guidance and support from adults and peers to guide their writing.

2. **FORMAL ACADEMIC RESEARCH PAPER VISUAL AID (W.8.6, L.8.1, L.8.2.a, L.8.2.b, L.8.2.c, L.8.3, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.6):** Organize information from formal academic research paper report into a speech format and create and integrate multimedia and visual displays to clarify information, strengthen claims and evidence, and add interest. The Visual Aid should support the oral presentation.

**SPEAKING AND LISTENING**

1. **INTRODUCTION TO PUBLIC SPEAKING (SL.8.3, SL.8.6):**
   - Teacher will model a bad presentation (any topic) using non-standard English (slang), without any research, and intentionally presenting poorly, possibly asking students to volunteer also.
   - Next teacher will lead a discussion on what didn’t go well and cover speech requirements: eye contact, posture/poise, volume, inflection, pronunciation, hand locations, physical gestures, addressing the visual aid, use of academic language, etc.
   - Then teacher will model a good presentation (outline and sample PowerPoint written ahead of time on any topic), with students volunteering to model as well (using pre-written organized outlines with transitions and PowerPoint Presentations [ex. topic: toilets]).

2. **SPEECH STRUCTURE AND CONTENT ANALYSIS (RI.8.4, RI.8.5, RI.8.6, SL.8.2, SL.8.3):** Students view/listen to student-friendly speech (ex: TED Talks, MLK, President).
Students delineate the speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

3. **PACE PRESENTATION (SL.8.1, SL.8.1a, SL.8.4, SL.8.5, SL.8.6):** Using the completed PACE report and visual aid, students will write a workable speech.
   - While practicing in a variety of settings, students will revise and edit their speeches in accordance with the expectations of the district PACE 8 Oral Presentation Rubric.

4. **LISTEN AND EVALUATE (RI.8.8, SL.8.2):** Read “Listening Effectively” LN p.556, then find a short speech (DiscoveryEd) that students can listen to and evaluate using the checklist on content/delivery on LN p.558.

5. **INTERVIEWS (SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, W.8.7):** Read “Interviewing” LN p.559 and follow suggested activity. Students will find an expert to interview, preparing questions and following through with a written summary and thank you note addressing their audience and purpose.

**VOCABULARY**

1. **WORD CELLS (L.8.4.b, L.8.6):** Students will complete word study packets and assessments via Word Cells.

2. **HONORS WORD WITHIN THE WORD BY MICHAEL CLAY THOMPSON (L.8.4.b, L.8.6):** Students will complete the Word within the Word activities.

**SBAC ASSESSMENT PREP** (None—research paper/presentation is the culminating activity for this unit)
### Grade 8 ▶ Unit 4, Quarter 4

**Perspectives**

“You have your way. I have my way. As for the right way, the correct way, and the only way, it does not exist.”

–Friedrich Nietzsche

#### OVERVIEW:

A person perceives the world based on experiences. Often this knowledge is gained through conflicts with self and others. As awareness of the world broadens, one’s choices are viewed through a lens of personal perspective. This unit brings together the reading and writing skills developed throughout the year to demonstrate an understanding of the complexity of differing perspectives. Teachers can choose reading selections to develop a certain theme (i.e., immigration, war, social class, personal/family relationships, human rights, general perspectives) to support analyzing multiple texts with a shared theme. During Unit 4, students will explore differing perspectives and how they influence one’s worldview. They will accomplish this through a variety of reading genres and writing styles.

**Honors**

Students in honors courses will be expected to work independently and to show evidence of higher level thinking. Content may be mature, sophisticated, and challenging. The duration of the unit may be adjusted to accommodate the length of study. Those areas of this unit particularly recommended for honors enrichment and expansion are noted with an **H**. See Appendix A for enrichment ideas in all Common Core strands.

#### ENDURING UNDERSTANDINGS:

- A person’s self-perspective may shape life events and relationships.
- Ignorance narrows a person’s view of the world.
- Apathy causes one to give up personal choice.
- New information causes a change in one’s beliefs and ideas.
- Failure to understand other’s perspectives leads to conflict.
- Literature presents different points of view in order to help people develop a better understanding of each other and the world around them.

#### ESSENTIAL QUESTION:

- What is worth fighting for?

#### GUIDING QUESTIONS:

- How does a person’s self-perspective shape events and relationships?
- What is ignorance and how does it narrow a person’s view of the world?
- What is the relationship between ignorance and prejudice?
- How do prejudice and ignorance affect our relationships with others?
- What is the difference between apathy, sympathy and empathy?
- How does individual apathy affect society?
How can failure to understand multiple points of view lead to conflict?
How does literature present different points of view?

**STUDENTS WILL KNOW AND UNDERSTAND THE FOLLOWING TERMS:**
* indicates concept previously introduced in earlier grades

<table>
<thead>
<tr>
<th>General Vocabulary</th>
<th>Reading/Writing Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>apathy</td>
<td>connotative meaning</td>
</tr>
<tr>
<td>empathy</td>
<td>denotative meaning</td>
</tr>
<tr>
<td>ignorance</td>
<td>figurative meaning</td>
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<tr>
<td>perspective</td>
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<td>prejudice</td>
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<td>sympathy</td>
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<tr>
<th>Literary Terms:</th>
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<tbody>
<tr>
<td>conflict*</td>
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<td>tone*</td>
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</table>

**STUDENTS WILL BE ABLE TO DO THE FOLLOWING:**

**Reading: Literature**

**Craft and Structure**

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.

**Integration of Knowledge and Ideas**

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 by the director or actors.

**Reading: Informational Text**

**Key Ideas and Details**

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).

**Craft and Structure**

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.

**Integration of Knowledge and Ideas**

RI.8.9 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.

**Range of Reading and Level of Text Complexity**

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.

*Lexile Range: 955-1155*

**Speaking and Listening**

**Comprehension and Collaboration**
| SL.8.1.d | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| SL.8.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |

**Language**

**Vocabulary Acquisition and Use**

| L.8.4.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.8.5.b | Use the relationship between particular words to better understand each of the words. |
| L.8.5.c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |

**SUGGESTED WORKS:** *(grade 6-8 text complexity band: 925L-1185L)*

**ADOPTED RESOURCES**

- *Language Network* (2001), McDougal-Littell
- *Write Traits Classroom Kits* (2002-04), Great Source
- *Step Up to Writing Secondary Sets* (3rd edition), Sopris West
- *Word Cells*

**ANCHOR TEXTS:** *Anchor texts are dedicated specifically to this unit. Teachers do not need to use all of them in this unit. These texts, however, should not be used in any other unit. Therefore, students who transfer to other schools within the district will not read the same anchor texts more than once, giving them a richer literary experience.*

- “All But Blind” (poem) by Walter de la Mare, *PH* p. 36 (theme focus: general perspectives)
- *The Outsiders* by S.E. Hinton (750 Lexile) (theme focus: social class, war)
- *That Was Then, This Is Now* by S.E. Hinton (theme focus: social class)
- “The Ninny” (short story) by Anton Chekov, *PH* p. 174 (theme focus: social class)
- *The Governess* (drama) by Neil Simon, *PH* p. 176 (theme focus: social class)

**SUPPORTING TEXTS:** *Supporting texts can be used with this unit or with other units as desired.*

**Short Stories**

- “Gentleman of Rio en Medio” by Juan A.A. Sedillo, *PH* p. 272 (theme focus: social class, personal relationships, general perspectives)
- “Thank You, M’am” by Langston Hughes, *PH* p. 186 (theme focus: social class, race, general perspectives)
- “Charles” by Shirley Jackson, *PH* p. 13 (theme focus: personal relationships)
Poems
- “The Road Not Taken” by Robert Frost, PH p. 34 (theme focus: general perspectives)
- “If I can stop one heart from breaking” by Emily Dickinson, PH p. 859 (theme focus: general perspectives)
- “Prospective Immigrants Please Note” by Adrienne Rich, PH p. 194 (theme focus: general perspectives, immigration)
- “The City is so Big” by Richard Garcia, PH p. 426 (theme focus: general perspectives, immigration)
- “The Choice” (poem) by Dorothy Parker, PH p. 37 (theme focus: social class)
- “Wahbegan” by Jim Northrup, PH p. 845 (theme focus: war)
- “Taught Me Purple” by PH, p. 425
- “Those Winter Sundays” by PH, p. 424

Plays
- from The Life and Death of King Richard III (soliloquy) by William Shakespeare, PH p. 792 (theme focus: general perspectives, war)

Approved Supplemental Novels
- A Monster Calls by Patrick Ness (730 Lexile)
- April Morning by Howard Fast (1050 Lexile)
- The House on Mango Street by Sandra Cisneros (870 Lexile)
- I, Juan de Parea by Elizabeth Borton de Trevino (1100 Lexile)
- Lizzie Bright and the Buckminster Boy by Gary Schmidt (1000 Lexile)
- The Running Dream by Wendelin Van Draanen (650 Lexile)
- Save Queen of Sheba by Louise Moeri (1070 Lexile)
- See You at Harry’s by Joanna Knowles (600 Lexile)
- Shabanu by Suzanne Staples (970 Lexile)
- The Last Book in the Universe by Rodman Philbrick (740 Lexile)
- The Summer of My German Soldier by Bette Greene (800 Lexile)

Nonfiction
- “Brown vs. Board of Education” by Walter Dean Myers, PH p. 241 (theme focus: general perspectives, race, socio-economic)
- from “The United States vs. Susan B. Anthony” by Margaret Truman, PH p. 643 (theme focus: general perspectives, women’s rights)
- “This We Know” by Chief Seattle, PH p. 196 (theme focus: general perspectives, environment)
- “Saving the Wetlands” by Barbara A. Lewis, PH p. 276 (theme focus: general perspectives, environment)
- “Young Jefferson Gets Some Advice from Ben Franklin” by Thomas Jefferson, PH p. 321 (theme focus: general perspectives)
- “The Trouble with Television” by Robert MacNeil, PH p. 686 (theme focus: general perspectives)
- “Always to Remember: The Vision of Maya Ying Lin” by Brent Ashabranner, PH p. 326 (theme focus: war)
- “Lights in the Night” from An American Childhood by Annie Dillard, PH p. 443
Picture Books
- *Zoom* by Istvan Banyai (theme focus: general perspectives)
- *Flotsam* by David Wiesner (theme focus: general perspectives)
- *Smoky Night* by Eve Bunting (theme focus: race)
- *Immigrants* by Martin Sandler (theme focus: immigration)
- *The Butterfly Seeds* by Mary Watson (theme focus: immigration)
- *A Very Important Day* by Maggie Rugg Herold (theme focus: immigration)

**DIGITAL CONTENT**

**Art/Photos**
- Paul Newman photos and photos/pictures of current teenage idols.

**Media**
- “S.E.Hinton Reflects on The Outsiders” by Hillel Italie
  [http://aboutsehinton.com/sehintonap.html](http://aboutsehinton.com/sehintonap.html)
- *The Outsiders* directed by Francis Ford Coppola, 1983 (theme focus: general perspectives, family relationships, social class)
- *Rebel Without a Cause* directed by Nicolas Ray, 1955 (theme focus: general perspectives, family relationships, social class)
- *Remember the Titans* (film)

**Music**
- Music from the 1960’s referenced in *The Outsiders*: Beach Boys, Elvis, Hank Williams

**Novel Units**

**Poetry**
- “My Papa’s Waltz” by Theodore Rothke:
  [www.poetryfoundation.org/poem/172103](http://www.poetryfoundation.org/poem/172103) (theme focus: general perspectives)

**SAMPLE ACTIVITIES AND ASSESSMENTS:**
(Focus standards for this unit are in bold.) (The writing focus for this unit is optional and should be based on students’ needs.)

**INTRODUCTORY ACTIVITY**

1. **WALK A MILE IN ANOTHER’S SHOES (RL.8.1, RL.8.2, RL.8.3, W.8.10):**
   Using one, two, or all of the poems, “All But Blind” (PH pg.36), “The Road Not Taken” (PH pg. 34), and “The Choice” (PH pg. 37), read and discuss how the literature shows differing perspectives. Write a conversation from the point of view of the speaker in one of the poems and another person. *(See Selection Support: Skills Development PH pg. 21 for conversation suggestions).*

2. **BUILDING BACKGROUND KNOWLEDGE (RI. 8.1, RI.8.2, RI.8.3, RI.8.7, W.8.2.a, W.8.6, W.8.8):** (Possible resources include: Library of Congress website [http://www.loc.gov/index.html](http://www.loc.gov/index.html), Discovery Education website, News articles,
Multimedia.) Develop background knowledge on history specific to the focus theme, such as:
- Social groups in 1960's
- Changes in family structure
- Civil/Human rights
- War/Armed conflict
- History of subcultures (such as hippies, punk rockers, greasers, etc.)
- Immigration
- Environmental movement
- Students make a collage (paper or digital) of images and words, comparing the time period or theme from the past, to the present.

### READING ACTIVITIES

1. **IDEA ORGANIZER USING CONCEPT DEFINITION OR FRAYER MODEL (SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, L.8.4, L.8.5.b, L.8.5.c, L.8.6):** After reading a selected text appropriate to your chosen theme, use one of the suggested graphic organizers for students to explore key terms or concepts. Have students develop a concept map or Frayer Model on one or more of the key terms for this unit (such as: prejudice, apathy, empathy, sympathy, point of view), and share in small groups. See [http://www.readingeducator.com/](http://www.readingeducator.com/) for graphic organizers.

2. **VOCABULARY IN CONTEXT (from any of the selected texts or anchor texts) (RL.8.4, RI.8.4, L.8.4.a, L.8.4.c, L.8.4.d):** Use an appropriate graphic organizer, (i.e., cognitive content vocabulary chart or those found in the CRSS Training Manual) where students are first asked to predict the meaning of the word, as they see it in context. After students predict, teachers guides them in finding the actual meaning (through dictionary, direct teacher instruction, or group work).

3. **FEATURE ANALYSIS CHART (RL.8.2, RL.8.5, RL.8.6, RL.8.9, RL.8.10, RI.8.2, SL.8.2):** To help students identify shared characteristics of multiple texts, create a chart listing the selected readings and identify features for comparison (depending on theme chosen, features may include things such as: setting, point of view, genre, conflict, tone, mood, author’s purpose, allusions, etc.).

4. **DIFFERING PERSPECTIVES GRAPHIC OUTLINE (RL.8.1, RL.8.3, RI.8.1, RI.8.3):** [http://www.usd480.net/sms/Reading/General/DifferentPerspectivesGraphicOrganizer.pdf](http://www.usd480.net/sms/Reading/General/DifferentPerspectivesGraphicOrganizer.pdf) Using either an anchor text, or a shorter selection, assign each member of a small group a different character or participant’s perspective and analyze that person’s perspective and motives, using evidence from the text. Teachers may choose to use this as a pre-writing activity for an extended writing piece (see below), or use as a discussion tool.

5. **READER RESPONSE (RL.8.6, SL.8.1.b, SL.8.1.d):** Using a text such as “My Papa’s Waltz”, introduce how the reader’s perspective influences the student’s understanding and relationship with the text. Then, using an anchor text such as *The Outsiders*, have students evaluate the effect of their own life experiences on their interpretation of the text by using continuum debate format.
a. Ask students to stand on one end of the designated area (side of a room, line on the floor, etc.) according to where they consider their perspective fits for a series of declarative statements (such as: You can tell a lot about a person from how they dress; An older sibling can parent just as well as an actual parent; You should support your friends no matter what they do.)

b. As students move along the continuum, teacher questions students on why they agree or disagree with the statements.

c. To culminate the activity, ask students to write a ticket out the door to explain how sympathy, empathy or apathy affects how they perceive the ideas and how the reader understands the text.

6. **CONFLICTING INFORMATION** ([RL.8.6, RL.8.9, RI.8.10, W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.1.e, W.8.4]): Analyze two or more texts, with an issue related to the chosen theme that provide conflicting information. The texts could include editorial cartoons, articles from New York Times Educator site, Scholastic Scope, or other online options. Students will write paragraphs explaining the conflict, choosing a perspective they agree with, and defending their choice, using specific evidence from the text.

7. **COMPARE/CONTRAST** ([RL.8.7, SL.8.2]): After reading *The Outsiders*, watch the film version (or parts of the film) to 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.

8. **THEN VS. NOW** ([RI.8.1, RI.8.2, W.8.9]): Write an essay that explores the theme of change as shown in class readings.
   - For use with Lizzie Bright: Students explore [http://www.malagaislandmaine.org/] to better understand the history behind the changes at Malaga Island. In an essay, explain how the novel addresses these changes?

   - **HONORS TABLEAU** ([RL.8.1, RL.8.2, RL.8.3]): A tableau is a fun but serious, creative way for students to review, introduce, imagine a part in a story, a picture, a poem, etc. Students arrange themselves into a silent and motionless picture in which students may explore and express personal emotions about characters, events, relationships, etc. With practice, students add dialogue that is meaningful and often very insightful.

   - **HONORS LIZZIE BRIGHT** ([RL.8.1, SL.8.5, SL.8.6]): With a partner students will create a 30 second commercial about what happened on Malaga island. This should be written in the same tone as information on NPR or on National Geographic. This commercial needs to be done from the perspective of Sea Breeze. It needs to tell people to watch the Malaga island episode on the History Channel. Students will watch clips from the History Channel to prepare for this assignment.
**WRITING ACTIVITIES**

1. **STUDENT SELECTED TEXT TYPES (W.8.1, W.8.2, W.8.3):** Focusing on the Essential Question and selected readings for this unit, students will write short drafts in each of the 3 text types (narrative, informational, argumentative). They will select one draft and use the writing process to transform the draft into a final paper, which will be assessed using the ELA rubrics.

2. **YOU OUGHT TO BE IN PICTURES (W.8.3.a, W.8.10):** (teachers could use an introductory activity or as a longer writing assignment)
   Teachers show a picture and ask students to answer specific questions to form the perspective of the person or one of the people in the picture. Sources for pictures: PH Art Transparencies, Images from internet, etc.

   a. Teachers choose guiding questions most applicable to their chosen theme or issue.
   b. After reading several texts showing various perspectives of an idea or event, students will answer one of the guiding questions, citing evidence from 3 or more texts to support their position.
   c. Include a solid introduction, body and conclusion. (This could be used as an in-class timed write, or an extended writing process assignment)

4. **DIFFERENT PERSPECTIVES (W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.10):** Rewrite a text or section from a text from a different perspective or in a different format.
   a. **RAFT WRITING (W.8.4, W.8.10):** Using the RAFT format, students will write from different perspectives in response to class readings. See [http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html](http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html)

5. **IDENTIFY AUTHOR’S POINT OF VIEW (W.8.2, W.8.4, W.8.10, RI.8.2, RI.8.6, SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.2, SL.8.3):** Using a text such as "S.E. Hinton Reflects on the Outsiders", summarize the author’s point of view and the author’s reasoning used to support that point of view. Participate in a debate in which students take a point of view and defend it, using evidence from the text to support their point of view.

** VOCABULARY **

1. **WORD CELLS (L.8.4.b, L.8.6):** Students will complete word study packets and assessments via Word Cells.
2. **HONORS WORD WITHIN THE WORD BY MICHAEL CLAY THOMPSON (L.8.4.b, L.8.6):** Students will complete the Word within the Word activities.
3. **WORD STUDY** *(RL.8.4, RI.8.4, L.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.4.d, L.8.6)*: As pre-reading, during-the-reading and post reading strategies, students apply background knowledge, context, word parts and references to determine or clarify the meaning of unknown and multiple-meaning words from stories read in class.

**SBAC ASSESSMENT PREP** (No SBAC assignment since students will take the SBAC this quarter.)
Appendix A—Honors English 8 Instructional Ideas

The activities and methods in this appendix can be used with the curriculum materials in any of the units to ensure sufficient rigor, richness and depth in the learning experience.

READING: LITERARY AND INFORMATIONAL:
Independent Textual Analyses are project based activities in support of themes and analysis in the classroom. Honors students are expected to read, study and analyze texts and other media outside of the classroom.

- Books—classics, Newbery Awards, same author: Students will independently read books in one of these categories.
- Movie: Students will read a book and watch a movie that is based on that book. Students will compare/contrast the two.
- Genre Study: Students will choose one genre and read several books from that one genre throughout the year.
- Theme Comparison: Every quarter students will read two different texts and compare and contrast them.
- More independent reading: Students will commit to read a certain number of books and/or a certain number of pages throughout the school year.
- Series: Students will read all of the books in a series.
- Article of the week: Students will read at least one informative article a week.
- Monthly Book Response: Each month students will read a different genre of book and each month students will prepare a response to the book read. No two responses can be the same.

Suggested Resources:

WRITING:
Honors students are expected to engage in a wide variety of writing, focusing on multi-genre approaches to writing. They are expected to apply the 6 traits on a regular basis. They need to do exploratory writing—writing for discovery, and self-discovery. Students need to break writing rules and justify why they can be broken. Honors students need to show audience awareness and publish materials in a variety of ways including technology—such as wiki blogs. Honors students need to demonstrate an understanding of voice. The following activities will help students develop these skills.

- Enter a Writing Contest: Students are advised to enter a writing contest at the beginning of the year. After showing proof of having entered the contest, students will be awarded points for doing this in the 4th quarter
- Reading about Writing: Students will read materials from writers who write about writing. Students will demonstrate what they have learned from these writers in
their own writing. Suggested authors: George Orwell, Stephen King, William Zinsser, Gail Carson Levine, Anne LaMott, Natalie Goldberg, Annie Dillard
- Analysis of Writer’s Styles: Students will analyze the writing styles of two or more writers.
- Daily Journal Writes: Students will write in their journals daily.
- Writer’s Notebook: Students will keep a writers notebook containing their writing ideas and goals and samples of their writing.
- Night of narrative: After studying narratives written by different authors, such as George Orwell, students will write their own narratives and share them with their parents and other audience members at a school evening event
- Prewriting Triangular Diagram: As a pre-writing activity, schools will create a 3 circled overlapping Venn diagram. Students will combine fiction, non-fiction and digital media and show examples of thinking outside of the obvious theme

SPEAKING AND LISTENING:
Honors Discussions are complex. Students demonstrate higher level thinking skills. Students will back up claims with evidence. They are inquiry-based. Honors students are expected to be prepared for discussions by reading and studying the materials ahead of time.
- Prepare students for discussions with primers, such as
  o Think/Pair/Share
  o Free Writes
  o Silent Discussion (4 questions—one question per piece of paper—student writes answer and passes paper to next student, student adds to previous person’s answer.),
  o Level 3 questions—in the lines, between the lines, outside of the book, students write their own level 1, 2 and 3 questions,
  o close Reading,
- textual evidence, inferences, allusions, impact of author’s style
- pick a side
Speaking and Listening
- Students teach via a Power Point—take role of teacher
- Interview
- Tableau
- Continuum
- Argument—vote with your feet
- Triangular Diagram (preview for discussion) Outside of the Theme a little more—combine fiction, non-fiction and art

Honors Year Long Projects (optional) (Jared Maybon, Debbie Bennion)
- Newberry Award Winners & Presentations (book talk, involve students)
- Classics
Socratic Seminar: come prepared with a question—(5 questions). Students read, come with questions, ask questions (two circles—option—inner and outer). Inner presents question—each person responds to question—restates and incorporate response into it. Outside—takes notes on inner circle. Questions presented and asked—rotate. Option—talk twice—somebody else comes in.

Shared Inquiry: Great Books

LANGUAGE:
Honors students will demonstrate a basic understanding of grammar and structure. They will demonstrate an understanding of how grammar contributes to tone and style in writing.
- Grammar & Word Within the Word – Michael Clay Thompson
- Grammar—applications—identify grammar elements in your own writing
Newspapers in Education 2013/2014 Affidavit

Teacher’s Name: 

School: 

Phone Number: 

E-mail: 

Grade: Subject: 

Delivery Information

Please deliver the papers to: 

School’s Street Address: 

City: Zip: 

Special delivery instructions: 

Newspaper Information (Choose One of the options below) 

Please deliver \( \text{amount} \) newspapers for five days a week - Monday through Friday 

Please deliver \( \text{amount} \) newspapers for seven days a week 

Please deliver \( \text{amount} \) newspapers for Saturday/Sunday only 

Please deliver \( \text{amount} \) newspapers on Mondays and Fridays only 

(Specify day or days of the week to be delivered)
And/OR, Get our online edition, etrib, seven days a week (Check Here)

Number of Students __________  I.P. Address

Start Date and End Date

Please start the classroom papers on

Please end the classroom papers on

Terms of NIE classroom papers

- By signing this form, I affirm that I am using the newspapers for educational purposes.
- I agree to inform the NIE Coordinator if I would like to end the papers before my end date, so another classroom will have an opportunity to receive them.

Signed by:  Date:

Please return as soon as possible. Please remember it is imperative that I receive an affidavit for each classroom. Thank you for your participation in NIE!
# ELA Curriculum Grade 8

## COMMON CORE STATE STANDARDS GRADES 9 and 10

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### Reading: Literature

#### Key Ideas and Details

| 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. |

#### Craft and Structure

| 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. |

#### Integration of Knowledge and Ideas

| 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 by the director or actors. |
| RL.8.8 | (Not applicable to literature) |
| RL.8.9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |

#### Range of Reading and Level of Text Complexity

| RL.8.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (grade 6-8 text complexity band: 925L-1185L) |

### Reading: Informational Text

#### Key Ideas and Details

| 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. |
ELA Curriculum Grade 8

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Unit 3: 3—I, 3—R, 3—W, 3—SL, 3—V

Unit 4: 4—I, 4—R, 4—W, 4—V

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).

Craft and Structure

RI.8.4 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.

RI.8.5 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.

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.

Integration of Knowledge and Ideas

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.

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 identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

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. (grade 6-8 text complexity band: 925L-1185L)

Writing

Text Types and Purposes

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

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## ELA Curriculum Grade 8

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W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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W.8.1.d Establish and maintain a formal style.

W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.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.

W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.e Establish and maintain a formal style.

W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.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.

W.8.3.b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
### ELA Curriculum Grade 8

#### Production and Distribution of Writing

**W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Research to Build and Present Knowledge

**W.8.7** Conduct short 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.

**W.8.9.a** Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
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Unit 3: 3-I, 3-R, 3-W, 3-L, 3-V
Unit 4: 4-I, 4-R, 4-W, 4-V

W.8.9.b Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).

Range of Writing
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Speaking and Listening

Comprehension and Collaboration

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.

SL.8.1.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.

SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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Unit 2: 2-I, 2-R, 2-W, 2-L, 2-V, 2-SBAC
Unit 3: 3-I, 3-R, 3-W, 3-L, 3-V
Unit 4: 4-I, 4-R, 4-W, 4-V

SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SL.8.1.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 (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
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Unit 2: 2-I, 2-R, 2-W, 2-L, 2-V, 2-SBAC
Unit 3: 3-I, 3-R, 3-W, 3-L, 3-V
Unit 4: 4-I, 4-R, 4-W, 4-V

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.

Language

Conventions of Standard English

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1.b Form and use verbs in the active and passive voice.

L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.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.

L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.b Use an ellipsis to indicate an omission.

L.8.2.c Spell correctly.

Knowledge of Language

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

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.
## ELA Curriculum Grade 8

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**L.8.4.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.

**L.8.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

**L.8.4.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.

**L.8.4.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.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.8.5.a** Interpret figures of speech (e.g. verbal irony, puns) in context.

**L.8.5.b** Use the relationship between particular words to better understand each of the words.

**L.8.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

**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.