

Grade 8 ELA Pacing Guide

Unit 1: Tolerance	Unit 2: Perceptions	Unit 3: Perseverance	Unit 4: The Hero's Journey
<p>Extended Text: <u>Nothing But the Truth</u> <u>To Kill A Mockingbird</u> <u>Animal Farm</u></p>	<p>Extended Text: <u>And Then There Were None</u> <u>A Midsummer Night's Dream</u> <u>The Pigman</u></p>	<p>Extended Text: <u>The Diary of Anne Frank</u> <u>October Sky (Rocket Boys)</u> <u>Phineas Gage: A Gruesome but True Story About Brain Science</u></p>	<p>Extended Text: <u>The Hobbit</u> <u>The Adventures of Tom Sawyer</u> <u>The Outsiders</u></p>
<p>Power Standards: ELACC8RI1 – Cite textual evidence that most strongly supports analysis. ELACC8RI2 – Determine central idea and analyze its development including its relationship to supporting ideas; provide objective summary ELACC8RI4 – Determine the meaning of words and phrases. ELACC8RI8 - Delineate and evaluate an argument and specific claims; assess whether the evidence is relevant and sufficient; recognize irrelevant evidence. ELACC8W1 – Write arguments to support claims with clear reasons and relevant evidence. ELACC8W4 – Produce clear and coherent writing. ELACC8W7 – Conduct short research projects drawing on several sources. ELACC8L1b, d – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC8SL3 – Delineate a speaker's argument and evaluate the soundness of the reasoning and relevancy of the evidence; identify when irrelevant evidence is introduced.</p>	<p>Power Standards: ELACC8RL1 – Cite textual evidence that most strongly supports analysis. ELACC8RL2 – Determine a theme or central idea and analyze its development; provide objective summary. ELACC8RL4 – Determine the meaning of words and phrases. ELACC8W2 – Write informative/explanatory texts ELACC8W7 – Conduct short research projects drawing on several sources. ELACC8L1b, d - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC8SL4 – Present claims and findings.</p>	<p>Power Standards: ELACC8RI1 – Cite textual evidence that most strongly supports analysis. ELACC8RI2 – Determine central idea and analyze its development including its relationship to supporting ideas; provide objective summary ELACC8RI4 – Determine the meaning of words and phrases. ELACC8RI8 - Delineate and evaluate an argument and specific claims; assess whether the evidence is relevant and sufficient; recognize irrelevant evidence. ELACC8W2 – Write informative/explanatory texts ELACC8W7 – Conduct short research projects drawing on several sources. ELACC8L1b, d - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC8SL3 – Delineate a speaker's argument and evaluate the soundness of the reasoning and relevancy of the evidence; identify when irrelevant evidence is introduced.</p>	<p>Power Standards: ELACC8RL1 – Cite textual evidence that most strongly supports analysis. ELACC8RL2 – Determine a theme or central idea and analyze its development; provide objective summary. ELACC8RL4 – Determine the meaning of words and phrases. ELACC8W1 - Write arguments to support claims with clear reasons and relevant evidence. ELACC8W4 – Produce clear and coherent writing. ELACC8W7 – Conduct short research projects drawing on several sources. ELACC8L1b, d - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELACC8SL4 – Present claims and findings.</p>

Created by



Grade 8 ELA Pacing Guide

<p>Supporting Standards:</p> <p>ELACC8RI3 ELACC8SL1 ELACC8RI5 ELACC8SL2 ELACC8RI6 ELACC8SL6 ELACC8RI7 ELACC8L2-6 ELACC8RI9 ELACC8L1a,c ELACC8RI10 ELACC8W3 ELACC8W5 ELACC8W6 ELACC8W8 ELACC8W9 ELACC8W10</p>	<p>Supporting Standards:</p> <p>ELACC8W3 ELACC8SL1 ELACC8W5 ELACC8SL2 ELACC8W6 ELACC8SL5 ELACC8W8 ELACC8RL3 ELACC8W9 ELACC8RL5-10 ELACC8W10 ELACC8L2- 6 ELACC8L1a,c</p>	<p>Supporting Standards:</p> <p>ELACC8RI3 ELACC8SL1 ELACC8RI5 ELACC8SL2 ELACC8RI6 ELACC8SL6 ELACC8RI7 ELACC8L2-6 ELACC8RI9 ELACC8L1a,c ELACC8RI10 ELACC8W3 ELACC8W5 ELACC8W6 ELACC8W8 ELACC8W9 ELACC8W10</p>	<p>Supporting Standards:</p> <p>ELACC8W3 ELACC8SL1 ELACC8W5 ELACC8SL2 ELACC8W6 ELACC8SL5 ELACC8W8 ELACC8RL3 ELACC8W9 ELACC8RL5-10 ELACC8W10 ELACC8L2-6 ELACC8L1a,c</p>
<p>Common Formative Assessments:</p> <p>Journal Responses Text Annotations Socratic Seminars Class Discussions Short Reponses/Reflections Comprehension Checks</p>	<p>Common Formative Assessments:</p> <p>Journal Responses Text Annotations Socratic Seminars Class Discussions Short Reponses/Reflections Comprehension Checks</p>	<p>Common Formative Assessments:</p> <p>Journal Responses Text Annotations Socratic Seminars Class Discussions Short Reponses/Reflections Comprehension Checks</p>	<p>Common Formative Assessments:</p> <p>Journal Responses Text Annotations Socratic Seminars Class Discussions Short Reponses/Reflections Comprehension Checks</p>
<p style="text-align: center;">Integrated Writing Tasks</p> <p>Example Argumentative Writing Tasks:</p> <p>Research a historical figure who exhibited the quality of tolerance. Write a strong argument that shows why this person is a striking example of tolerance. Use both primary and secondary sources to support your position. Cite your sources using MLA format.</p>	<p style="text-align: center;">Integrated Writing Tasks</p> <p>Example Informative/Explanatory Writing Tasks:</p> <p>Use the research process to research the setting for a novel that you are reading. Explain what the location was like at that time. Cite at least three sources using MLA format.</p> <p>Example Literary Analysis Task: Literary Analysis, <i>Novel Title</i>: Identify theme, audience, and purpose. Identify and analyze literary strategies used to convey theme and purpose including but not limited to plot, setting, characters, characterization, diction, syntax, tone, imagery, figurative</p>	<p style="text-align: center;">Integrated Writing Tasks</p> <p>Example Informative/Explanatory Writing Tasks:</p> <p>How does learning history through literature differ from learning through informational text? Write an informative/explanatory essay in response to this question.</p>	<p style="text-align: center;">Integrated Writing Tasks</p> <p>Example Argumentative Writing Tasks:</p> <p>Reflect on your experiences reading literature and viewing related films; write an argument in response to the essential question: Can literature help us define the greater good? Include examples from the literature or films that help support your position.</p>

Created by



Grade 8 ELA Pacing Guide

	language, symbols (motif). Why did the author make the choices he/she did, and how were those choices intended to impact readers? Use primary text only for citations (ideas must be your own).		
Evidence from or reference to texts should be included in all writing			
<p>Speaking and Listening Tasks: Class Discussion - It has been said that places have a character of their own. How is setting used as a character? Be sure to cite specific information from the texts we have read.</p> <p>Class Discussion – Compare and contrast characters from the various novels read. What similarities exist between fictional characters and real people?</p> <p>Dramatization – Choose one of the poems read and discussed in this unit. Prepare a dramatic reading of the poem for your class.</p>	<p>Speaking and Listening Tasks: Class Discussion - It has been said that places have a character of their own. How is setting used as a character? Be sure to cite specific information from the texts we have read.</p> <p>Class Discussion – Compare and contrast characters from the various novels read. What similarities exist between fictional characters and real people?</p> <p>Dramatization – Choose one of the poems read and discussed in this unit. Prepare a dramatic reading of the poem for your class.</p>	<p>Speaking and Listening Tasks: Class Discussion - It has been said that places have a character of their own. How is setting used as a character? Be sure to cite specific information from the texts we have read.</p> <p>Class Discussion – Compare and contrast characters from the various novels read. What similarities exist between fictional characters and real people?</p> <p>Dramatization – Choose one of the poems read and discussed in this unit. Prepare a dramatic reading of the poem for your class.</p>	<p>Speaking and Listening Tasks: Class Discussion - It has been said that places have a character of their own. How is setting used as a character? Be sure to cite specific information from the texts we have read.</p> <p>Class Discussion – Compare and contrast characters from the various novels read. What similarities exist between fictional characters and real people?</p> <p>Dramatization – Choose one of the poems read and discussed in this unit. Prepare a dramatic reading of the poem for your class.</p>
<p>Academic Vocabulary: Persuasive Techniques – pathos, logos, ethos, bandwagon, hasty generalization Persuasive Organization – debate, premise, rebuttal Essay Organization –claim, argument and counterclaim Figurative Language – hyperbole, personification, metaphor, simile Writing Process – Prewriting, drafting, editing, publishing</p>	<p>Academic Vocabulary: Annotation Characterization – static, dynamic, round, flat, protagonist, antagonist Analysis Syntax Plot Structure – exposition, rising action, climax, falling action, resolution Tone Literary period Mood – subjective, objective Style</p>	<p>Academic Vocabulary: Verbal, Passive Voice/Active Voice Subjective/Objective Gerund, Indicative, Conditional Standard English/Conventions Participle, Imperative, Grammar Infinitive Interrogative, Pathos/Logos/Ethos Parallelism, Logical Fallacy Antithesis Hyperbole/Personification/Metaphor/ Simile</p>	<p>Academic Vocabulary: Characterization – static, dynamic, round, flat, protagonist, antagonist Analysis Syntax Plot Structure – exposition, rising action, climax, falling action, resolution Tone, Literary period Mood – subjective, objective Style, Figurative language – alliteration, symbolism,</p>

Created by



Grade 8 ELA Pacing Guide

<p>Logical fallacy, Syllogism Antithesis Parallelism, Annotation Rhetoric, Summary, Paraphrase Bias, Abstract Supporting and Extraneous Connotation/Connotative Denotative, Idiom, Nuance Analogy, Allusion Induction and Deduction Evidence – credible and valid Tone Formal style – APA, MLA</p>	<p>Figurative language – alliteration, symbolism, personification, onomatopoeia, meter, hyperbole, simile, metaphor, rhyme scheme, imagery, rhythm, rhyme Analogy, Allusion, Literal , Concrete Voice, Evidence, Infer. Explicit Genre, Diction, Biased/Unbiased Organizational Structure - introduction, body, conclusion Essay purpose – informative, expository, explanatory Audience, Topic and Focus Relevant and extraneous Multimedia, Multimodal, Graphics Relationship, Format Co-writing, Cohesion, Transition Manuscript Style – APA, MLA Citation and Source, Focused question Inquiry, Research, Hypothesis Thesis, Navigate, Website Archive, Access</p>	<p>Allegory, Analysis, Explicit/Implicit Infer, Summary, Paraphrase Bias, Editorial, Central Idea Abstract, Introduction, Supporting Extraneous, Domain-specific Figurative, Connotation/Connotative Denotation, Concrete/Literal Idiom, Nuance Analogy, Allusion Diction, Tone, Root, Etymology Claim, Reasoning, Evidence Support, Valid, Logic, Bandwagon Hasty Generalization, Premise Induction/Deduction, Syllogism Debate, Rebuttal Informative/Explanatory/Expository Topic, Relevant Graphics, Multimedia, Multimodal Transition, Manuscript Style (MLA, APA) Cohesion, Annotation, Hypothesis Inquiry, Archive, Focused Question Source, Platform, Website Citation, Thesis</p>	<p>personification, onomatopoeia, meter, hyperbole, simile, metaphor, rhyme scheme, imagery, rhythm, rhyme, Analogy, Allusion, Literal Concrete, Voice Evidence, Infer Explicit, Genre, Diction Biased/Unbiased</p>
<p>Short Text Literary "The Catbird Seat" by James Thurber (from <i>My World--And Welcome To It</i>, © 1942)</p> <p>Poetry "The Charge of the Light Brigade" by Tennyson "Courage" by Anne Sexton "If" by Rudhard Kipling</p>	<p>Short Text Literary "The Landlady" by Roald Dahl "The Tell-Tale Heart" by Edgar Allen Poe "The Monkey's Paw" (dramatized version or prose version) by W. W. Jacobs "Everything That Rises Must Converge" by Flannery O'Connor (short story)</p>	<p>Short Text Literary "Terrible Things—An Allegory of the Holocaust" by Eve Bunting (picture book) "Flowers for Algernon" by Daniel Keyes (excerpt in lit. book)</p> <p>Poetry "The Cold Within" by James Patrick Kinney (poem)</p>	<p>Short Text Literary Excerpts from Black Ships Before Troy – Rosemary Sutcliff Excerpts from Greek Gods and Heroes – Robert Graves (anthology of Greek Myths) A Hunger Games Excerpt by Suzanne Collins as published in Slate. - http://www.slate.com/articles/technology/top_right/2011/07/thanks_for_the_knife.html -</p>

Created by



Grade 8 ELA Pacing Guide

<p>"The Road Not Taken" by Robert Frost</p> <p>"Scottsboro, Too, Is Worth Its Song" by Countee Cullen</p> <p>"Sympathy" by Paul Laurence Dunbar</p> <p>"We Wear the Mask" by Paul Laurence Dunbar</p> <p>"My Papa's Waltz" by Theodore Roethke</p> <p>"The Haunted Oak" by Paul Laurence Dunbar</p> <p>"The New Colossus" by Emma Lazarus</p> <p>Short Text Informational Excerpt from Journey to Washington by Daniel K. Inouye with Lawrence Elliot, © 1967: Summary: Daniel Inouye, elected as the state of Hawaii's first U.S. Senator in 1963, is of Japanese descent. As a teenager, his parents wanted him to be aware of his ethnic heritage, but there was no question in Inouye's mind that he was first and foremost an American.</p>	<p>"Harrison Bergeron" by Kurt Vonnegut, Jr.</p> <p>"There Will Come Soft Rains" by Ray Bradbury (a supplement to <i>A Midsummer Night's Dream</i>)</p> <p>"The Ransom of Red Chief" by O. Henry</p> <p>"The Short Happy Life of Francis Macomber" http://www.tarleton.edu/Faculty/sword/Short%20Story/The%20Short%20Happy%20Life%20of%20Francis%20Macomber.pdf</p> <p>Poetry "The Perception of Truth" by Anita Atina (a poem): http://www.poemhunter.com/poem/the-perception-of-truth/</p> <p>"Dreams" by Langston Hughes: http://www.poemhunter.com/poem/dreams-2/</p> <p>"Harlem" by Langston Hughes: http://www.poemhunter.com/poem/harlem-dream-deferred/</p> <p>"Love" by William Shakespeare: http://www.poemhunter.com/poem/love-8/</p> <p>"Dream" by William Blake: http://www.poemhunter.com/poem/a-dream/</p>	<p>"First They Came for the Communists" by Martin Niemoller (poem)</p> <p>"If I Can Stop One Heart from Breaking" by Emily Dickinson (poem)</p> <p>"The Survivor" - John C. Pine</p> <p>"Crystal Night" - Lyn Lifshin</p> <p>Short Text Informational "A Tragedy Revealed: A Heroine's Last Days" by Ernst Schnabel (lit. book)</p> <p>Letter from Dachau (letter) - 1st Lt. William J. Cowling</p> <p>Broken Glass, Broken Lives (autobiography) - Arnold Geier</p> <p>Return to Auschwitz (autobiography) - Kitty Hart</p> <p><u>Anne Frank Beyond the Diary: A Photographic Remembrance.</u> Rudd Van Rol and Rian Verhoven</p> <p><u>Night</u> (selected chapters/excerpts) Elie Wisel</p> <p><u>Anne Frank: The Whole Story</u> directed by Robert Dornhelm, 2001</p> <p>Anne Frank House website—offers online tours and more http://www.annefrank.org/en/</p>	<p><u>Harry Potter and the Sorcerer's Stone</u> (selected chapters/excerpts) – by J.K. Rowling</p> <p><u>Percy Jackson and the Lightning Thief</u> (selected chapters/excerpts) – Rick Riordan</p> <p><u>The Red Pyramid</u> (selected chapters/excerpts) -Rick Riordan</p> <p>Poetry "Paul Revere's Ride" – Henry Wadsworth Longfellow</p> <p>"Before You Knew You Owned It" -- Alice Walker</p> <p>Poetry in The Hobbit -- http://robotfromthefuture.com/visuals/Poetry-in-the-Hobbit.pdf</p> <p>"Nothing Gold Can Stay" – Robert Frost</p> <p>Short Informational Texts Comparisons of "The Hero's Journey" to Disney movies - http://library.thinkquest.org/03oct/00800/journey.htm -</p> <p>Article on S.E. Hinton http://seanconnors.net/cied5683/wp-content/uploads/2011/08/An-Outsider-Out-of-the-Shadows.pdf -</p>
--	---	--	--

Created by



Grade 8 ELA Pacing Guide

<p>"The Star Spangled Banner" by Francis Scott Key</p> <p>The New Yorker The Courthouse Ring: <i>Atticus Finch and the limits of Southern liberalism</i> by Malcolm Gladwell</p> <p>"Want a Stronger Democracy? Invest in Education" from the New York Times http://economix.blogs.nytimes.com/2009/11/03/want-a-stronger-democracy-invest-in-education/</p> <p>The Duke Lacrosse Case: A Documentary History and Analysis of the Modern Scottsboro by R. B. Parrish -- This book deals with the Duke Lacrosse Case and uses the Scottsboro trial to help analyze the case. Perhaps take excerpts or read articles about the case to make comparison in which people were wrongly accused.</p> <p>Mississippi School Holds First Interracial Prom: http://www.npr.org/templates/story/story.php?storyId=91371629</p> <p>"The Golden Door: A Nation of Immigrants" (a photo essay) from Elements of Literature: 2nd Course</p>	<p>"Who are you" Caterpillar excerpt from Alice in Wonderland by Lewis Carroll: http://www.authorama.com/alice-in-wonderland-5.html</p> <p>Short Text Informational A short literary analysis: "A Midsummer Night's Dream: Imagination, Romantic Love and the Creation of Art" http://www.studentpulse.com/articles/130/a-midsummer-nights-dream-imagination-romantic-love-and-the-creation-of-art</p> <p>"Human Perceptions of Animal Cognition" by Caitlin Kight (a short article about a research study): http://www.science20.com/anthropology/human_perceptions_animal_cognition-89722</p> <p>"Fairies in Legend, Lore, and Literature": http://www.endicott-studio.com/rdrm/rrfairies.html</p> <p>History of the Burgh Island Hotel (Indian Island—Supplemental Text for <i>And Then There Were None</i>): http://en.wikipedia.org/wiki/Burgh_Island_Hotel</p> <p>List of common fallacies and definition of an argument (may go best with argumentative unit, but could be used with <i>And Then There Were None</i>): http://nizkor.org/features/fallacies/</p>	<p>"Teenage Brains: Beautiful Brains." National Geographic. David Dobbs, October 2011.</p> <p>The Fragile Teenage Brain <i>An in-depth look at concussions in high school football</i></p> <p>Buff Your Brain <i>Want to be smarter in work, love, and life? Scientific advances offer proven ways to enhance your gray matter.</i> Source: Sharon Begley <i>Newsweek</i>/ January 1, 2012 http://kellygallagher.org/resources/AoW%2018%20Brain%20Exercise.pdf</p> <p>"No Survivors Found After West Virginia Mine Disaster" by Ian Urbina</p> <p>"West Virginia Coal Mine Explosion: 25 Dead After Massey Blast" by Lawrence Messina Werner von Braun (interviews, biography, recollections of childhood, photo galleries, etc.)</p> <p>"Have you ever thought that one day you might work for NASA?"</p> <p>History.com—various articles, essays, podcasts and videos on space race, space exploration, and Sputnik http://www.history.com/topics/space</p> <p>"Sputnik and the Dawn of the Space Age"</p>	<p>"From Harriet Tubman, Conductor on the Underground Railroad" – Ann Petry</p> <p>Media</p> <p>The Lady of Shalott," Alfred Lord Tennyson, poem http://www.online-literature.com/tennyson/720/ John William Waterhouse's <i>The Lady of Shalott</i>, 1888 (Tate Gallery, London)</p>
---	---	--	---

Created by



Grade 8 ELA Pacing Guide

<p>“Strange Fruit” by Billy Holiday (Anniversary of a Lynching) http://www.npr.org/templates/story/story.php?storyId=129025516</p> <p>“Evolution of a Song: – ‘Strange Fruit’ ” http://www.npr.org/2009/06/22/105699329/evolution-of-a-song-strange-fruit -</p> <p>Speeches “I Have a Dream” MLK Jr. from Elements of Literature: 2nd Course</p> <p>“The Power of Nonviolence” by John Lewis from Elements of Literature: 2nd Course</p> <p>Artwork The Problem We All Live With by Norman Rockwell</p> <p>Click on link and look at Rockwell's 1964 painting. Analyze the title of the painting and what is going on in the painting. Compare it to what is portrayed in <i>TKAM</i>. The painting, as you can read in the little history that is given, portrays a real event: Ruby Bridges, an African-American student being escorted to an all-white school.</p> <p>Media New York Times: A Lesson in Tolerance in 2 minutes and 44</p>	<p>Short reports of Unsolved Mysteries (graphics and short synopses): http://www.unsolved.com/murder.html</p> <p>The Shakespeare Authorship Question Wiki: http://en.wikipedia.org/wiki/Shakespeare_authorship_question</p> <p>History of the Five Points of New York City (could be a supplement to <i>The Pigman</i>): http://urbanography.us/5_points/index.html</p> <p>Short article on perceptions of student engagement: “Kids Speak Out on Student Engagement” http://www.edutopia.org/blog/student-engagement-stories-heather-wolpert-gawron</p> <p>Top 10 Most Misunderstood Characters in History: http://akorra.com/2010/03/04/top-10-most-misunderstood-figures-in-history/</p> <p>Media The film version of the play, <i>A Midsummer Night’s Dream</i>: http://www.movies.com/midsummer-nights-dream/m10584</p> <p>The film version of the novel, <i>And Then There Were None</i>:</p>	<p>Video/Film <i>October Sky</i> directed by Joe Johnston, 1999</p> <p>History.com—various articles, essays, podcasts and videos on space race, space exploration, and Sputnik http://www.history.com/topics/space</p>
---	---	---

Created by



Grade 8 ELA Pacing Guide

<p>seconds http://cityroom.blogs.nytimes.com/2011/03/01/a-lesson-in-tolerance-in-2-minutes-44-seconds/</p> <p>The Anniversary of a Lynching : NPR Recording http://www.npr.org/templates/story/story.php?storyId=129025516</p> <p>Discovery Education (video): Scottsboro Boy Trials</p>	<p>http://www.imdb.com/title/tt0037515/</p>		
---	--	--	--

Created by



Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC8L1 Demonstrate command of <u>conventions</u> of <u>Standard English grammar</u> and <u>usage</u> when <u>writing</u> or <u>speaking</u>.</p> <p>b. Form and use <u>verbs</u> in the <u>active</u> and <u>passive voice</u>.</p> <p>d. Recognize and correct <u>inappropriate shifts</u> in <u>verb voice</u> and <u>mood</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Demonstrate • Form and use • Recognize and correct 	<ul style="list-style-type: none"> • Conventions of Standard English • Grammar/usage in writing/speaking • Active/passive voice • Shifts in verb voice/mood 	2, 3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>An effective writer or speaker applies the rules of the English language in order to maximize understanding.</p> <p>Correct grammar, usage and mechanics improve communication skills.</p>		<p>How does an active voice strengthen your speaking and writing?</p> <p>How does consistency in verb usage improve your speaking and writing?</p> <p>How does grammar usage affect reader/listener comprehension?</p>

ELACC8L1
Further Explanation

Skills/Concepts for Students:

- Consistently review and maintain the aggregate of grammatical knowledge that you have been acquiring throughout your academic career; students tend to forget grammatical principles
- Review and reinforce your knowledge of active and passive voice, avoiding lengthy constructions in passive voice in your writing
- Be aware of the need for variety in your sentence construction, employing your knowledge of phrases and clauses to use compound, complex, and compound/complex sentences regularly

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming sentences to enforce skills and concepts such as the parts of speech, phrases and clauses, etc.
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade (for example require students to use verbals in 3 instances within a given essay)
- Point out examples within texts under consideration of grammatical concepts focused on in your grade's standards
- As necessary, provide focused instruction on concepts that may be new to students, such as subjunctive mood or shifts in verb aspect
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level

Sample Task for Integration:

Make students aware of the grammatical focus for your grade level as you undertake attentive reading of an extended or short text. Create a chart where students receive points for each instance they are able to identify (when reading in class) of grammatical concept in grade 8, such as an infinitive phrase, or a passage written in passive voice. As items are identified they can be discussed within that “teachable moment,” and students who spot the items will not only become adept at recognizing the construction but will engage in the hunt through competition and possible rewards, such as a homework pass.

Recommended Vocabulary for Teaching and Learning:

Verbal	Gerund	Participle	Infinitive	Active voice
Passive Voice	Indicative	Imperative	Interrogative	Conditional
Subjective	Standard English	Grammar	Conventions	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8RI1 Cite the <u>textual evidence</u> that most strongly supports an <u>analysis</u> of what the text says explicitly as well as <u>inferences drawn from the text</u>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Support • Infer • Analyze 	<ul style="list-style-type: none"> • Textual evidence • Inferences • Analysis 	3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Analysis requires a reader to find, use and cite supporting evidence.</p> <p>An effective reader makes inferences.</p>		<p>How do readers draw inferences and determine what a text says explicitly?</p> <p>How do readers use logic and evidence to formulate opinions and judgments?</p>

ELACC8RI1
Further Explanation

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to summary, paraphrase, or argument from opinion (analyze the posing of a thesis about a text based solely on an unbiased evaluation of the rhetorical elements (e.g., appeals to logic, emotion, or authority, parallelism, logical fallacies, diction)
- Produce evidence from the text for all claims and inferences, both in formal academic work and collaborative discussion
- Annotate texts as you read, both formally for analytical reference, and informally to cement comprehension
- Distinguish between evidence that strongly supports a claim or position, and details that may be irrelevant or extraneous

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip
- Require annotation of texts both formally and informally, and institute a note-taking system such as Cornell notes (review and evaluate notes periodically)
- In Grade 8, require students not only to identify evidence to support a claim, but to identify which evidence is the strongest among a variety of choices
- Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)
- Include the work of Georgia authors as appropriate

Sample Task for Integration:

Integrate a real-world application of informational texts in completing a process. This activity can be conducted as a race, naming those students who negotiate the technical instructions most efficiently as the winners. Provide students with an object to be assembled or a procedure to be completed (this can be anything from assembling a Lego model to following a recipe to installing a piece of software). Purposefully place elements within the instructions to challenge students’ ability to negotiate complex informational texts, such as footnotes, asterisks, domain-specific language, etc. After the activity, conduct a debriefing where students can refer to the instructional text to specifically identify the elements which caused them the most confusion, or cost them the most time, addressing those elements as necessary.

Recommended Vocabulary for Teaching and Learning:

Pathos	Logos	Ethos	Parallelism	Logical Fallacy
Antithesis	Hyperbole	Personification	Metaphor	Simile
Allegory	Analysis	Explicit	Implicit	Inferred
Annotation	Rhetoric	Strategy		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8RI2 Determine a <u>central idea</u> of a text and analyze its <u>development</u> over the course of the text, including its <u>relationship</u> to <u>supporting ideas</u> . Provide an <u>objective summary</u> of the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze • Provide • Summarize 	<ul style="list-style-type: none"> • Central Idea • Supporting Ideas • Text • Development • Relationship • Objective Summary 	1, 2, 3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>A central idea is integral to a text.</p> <p>The central idea has a relationship with its supporting details.</p> <p>Writing an objective summary of a text will help a reader retain information and understand the main ideas.</p>		<p>How does a central idea develop over the course of a text?</p> <p>Why should students write an objective summary of a text?</p>

ELACC8RI2
Further Explanation

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Practice constructing objective summaries that are completely free of editorial bias (your opinion); this can be difficult to do, especially if you feel strongly about a subject
- Use your notes and annotations to physically sort connecting ideas from the text together
- Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims; assign each piece of evidence a number from 1-10 to indicate the strength of the evidence

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Examine various organizational structures of academic and technical writing to identify central idea. For example in a scientific article the main idea will be identified and described in the abstract
- Have students construct “reverse graphic organizers” from technical texts (creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence)
- Purposefully choose a variety of informational texts that introduce and develop their main ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose

Sample Task for Integration:

Provide students with 3 informational documents of varying types; for example a computer gaming manual, a complicated recipe, and political document such as the Bill of Rights. Have students use computer models or chart paper to create an outline of each document that shows its structure. Students will highlight diction, transitions, or structures that support their assertion about the organizational type (for example if the recipe is in logical order they will highlight words like “after,” “before,” and “while”). Other selections will be more complex and can include such structures as compare/contrast, pose and answer a question, chronological order, etc. In conclusions, students will present orally for 1-2 minutes explaining why the structure of their document is or is not the most optimal structure for this type of communication (e.g., logical order for a recipe.) Students may for example argue that chronological order of passage is not the best organizational structure for the Bill of Rights and that Order of Importance might have been more appropriate.

Recommended Vocabulary for Teaching and Learning:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting
Extraneous				

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC8RI4 Determine the <u>meaning of words and phrases</u> as they are used in a text, including <u>figurative, connotative, and technical meanings</u>; analyze the <u>impact of specific word choices</u> on <u>meaning and tone</u>, including <u>analogies</u> or <u>allusions</u> to other texts.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze 	<ul style="list-style-type: none"> • Figurative Language • Connotation • Denotation • Tone • Analogies • Allusions 	1, 2 Application Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Meaning and tone of a text is revealed through an author's word choice.</p> <p>A text's tone can be interpreted by analyzing allusions and analogies.</p> <p>Infer the meaning of specific words, phrases and figurative language using context clues.</p>		<p>Why is an author's word choice important?</p> <p>How does a reader determine the meanings of unfamiliar words, phrases, and figurative language?</p> <p>How can the tone of a text be analyzed?</p>

ELACC8RI4
Further Explanation

Skills/Concepts for Students:

- Analyze and evaluate the effect of sound, form, non-literal language such as idioms and figures of speech, and graphics to aid in comprehension of complex informational text
- Analyze and evaluate how an author’s use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:

To scaffold and reinforce strategies for decoding complex technical documents, provide students with a variety of texts to paraphrase. In a class of 25 students, try giving 5 different texts so that students have a variety of works for comparison (each student will paraphrase only one, but he or she will have 4 peers with which to work in a group afterward for comparison). Students will use a legal contract, scientific procedure, or other unfamiliar informational document and will attempt to provide an element-for-element translation/paraphrase into layman’s terms of the document’s content. Students will then have collaborative discussions with their peers who paraphrased the same document to compare their understandings. Students will work together to provide one final, comprehensive “translation” that they agree is the best possible one. (This activity should be conducted without the use of reference materials, at least for the first draft). Students may trade their final translations and original documents with other groups to solicit feedback.

Recommended Vocabulary for Teaching and Learning:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Analogy	Allusion
Diction	Tone	Root	Etymology	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC8RI8 Delineate and evaluate the <u>argument</u> and specific <u>claims</u> in a <u>text</u>, assessing whether the reasoning is sound and the <u>evidence</u> is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Delineate • Evaluate • Assess • Recognize • Introduce 	<ul style="list-style-type: none"> • Argument • Claims • Text • Reasoning • Evidence 	2, 3, 4
<p>Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)</p>		<p>Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)</p>
<p>Not all evidence in a text is relevant to make a claim in an argument.</p> <p>It is necessary to understand the difference between relevant and irrelevant evidence in an argument.</p>		<p>What is the difference between sound and unsound evidence?</p>

ELACC8RI8
Further Explanation

Skills/Concepts for Students:

- Use information from a variety of consumer, workplace, and public documents (e.g., job applications, contracts, instructions) to explain a situation or decision or to solve a problem
- Apply knowledge of common organizational structures for arguments (cause and effect for example)
- Acquire or review knowledge of the types of logical fallacies commonly used in argument (see vocabulary below)
- Acquire or review knowledge of syllogisms, inductive reasoning and deductive reasoning
- Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Require students to explore and understand the basic and most-frequently-used types of fallacy, identifying them in debates, ads, and other texts and practicing constructing them as well
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Task for Integration:

As a way to evaluate arguments formally as well as to practice constructing valid arguments, have students organize, research, and conduct a formal academic debate abiding by all the rules of debate as outlined by the Oxford or Cambridge official formats for debate (for a more beginner-friendly site such as <http://nd.edu/~sheridan/DebateElements.pdf>). This will be a multi-step, academically rigorous process subject to very strict parameters regarding evidence, citations, and rules of engagement. Students may watch a film such as The Great Debaters or view video of a national high school or college championship to build background knowledge. Additionally, students may video their own debate performance and critique it.

Recommended Vocabulary for Teaching and Learning:

Claim	Reasoning	Evidence	Support	Valid
Logic	Logical Fallacy	Pathos	Logos	Ethos
Bandwagon	Hasty Generalization	Induction	Deduction	Syllogism
Debate	Premise	Rebuttal		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8th	
Unit of Study	Literature Reading	
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8RL1 Cite the <u>textual evidence</u> that most strongly supports an <u>analysis</u> of what the text says explicitly as well as <u>inferences drawn from the text</u>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Support • Infer • Analyze 	<ul style="list-style-type: none"> • Textual evidence • Inferences • Analysis 	3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Effective readers draw inferences and cite supporting evidence.</p> <p>A good reader analyzes what the text says explicitly and what is implied.</p>		<p>How do readers draw inferences and determine what a text says explicitly?</p> <p>How do readers use logic and evidence to formulate opinions and judgments?</p> <p>Why do readers use evidence to support ideas and opinions about texts?</p>

ELACC8RL1
Further Explanation

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to summary, paraphrase, or argument from opinion (analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the literary elements (e.g., tone, diction, syntax, imagery, figurative language, plot construction, characterization)
- Make a practice of annotating texts (both formally and informally) as you read in order to gather text evidence for claims and for analyses
- Practice reading texts within the prescribed time limit for your grade-level expectations, for example completing a 300 page book within the number of days delineated by your assignment

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide frequent opportunities to examine individual literary and rhetorical elements within texts
- Require students to employ a formal annotation style and a formal note-taking style when appropriate (such as Cornell Notes)
- Familiarize students with the concept and structure of précis writing, and allow them to use a précis as the foundation or outline for a more extended analysis
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance
- Lead students in examining what constitutes strong evidence as opposed to weak evidence for a text-based claim (for example if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text)
- Include the work of Georgia authors as appropriate
- Examine genre characteristics

Sample Task for Integration:

Because standard RL1 is concerned with discerning which evidence most strongly supports a claim or inference about the text, tasks supporting this standard should focus not simply on gathering evidence but on making determinations about the quality of that evidence. Using a literary text under consideration by the class, provide students with a list of analytical claims on four literary concepts within the text (this task can be repeated at intervals to scaffold learning of those concepts and terms). For example, for students examining *Hatchet* by Gary Paulsen; Group One: determine how Paulsen’s diction in chapter one creates a sharp, tense atmosphere that mimics Brian’s inner turmoil and foreshadows the crash. Group two: Provide several examples of nature imagery from Chapter 2; what can be inferred about Paulsen’s feelings about nature from this imagery? Etc. Students will jigsaw to compare findings that have supported the analytical claim, determining which evidence was best and why.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Tone	Mood	Figurative Language
Imagery	Genre	Literary period	Style	Voice
Characterization	Plot	Explicit	Inferred	Evidence
Analysis				

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8RL2 Determine a theme or central idea of a text and analyze its development over the course of a text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze • Provide 	<ul style="list-style-type: none"> • Theme • Central idea • Development • Objective summary 	2, 3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Theme is a part of narrative, and elements of character, setting and plot help to develop the theme.</p> <p>A good reader can summarize a story.</p>		<p>What is the theme of the story and how do you identify it in a literary work?</p> <p>What specific elements in the story support the theme?</p> <p>Why is it important to be able to summarize a piece of literature?</p>

ELACC8RL2
Further Explanation

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Make predictions about developing themes within your annotations and class notes, citing evidence that influences your evolving opinion
- Do not always accept the assertions of others regarding the theme or purpose of a piece; remember that in all reading we have the privilege of constructing a personal connection to the author and the text; make your own determination and allow it to grow and change as you discuss the text with other readers who may be more expert than yourself
- Incorporate all literary elements into your determination of theme (tone, mood, imagery, organizational structure, narrative voice, etc.)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from various literary eras, historical periods, and genres; does the same theme occur again and again within a specific time period (for example, what were the recurring themes in American fiction during the Great Depression?) or in the works of a particular writer (Hemingway? Twain?)
- Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole

Sample Task for Integration:

Identifying the theme or main idea of a literary text can sometimes be challenging, but identifying the development of that theme or idea through literary elements is even more difficult. Upon completion of a literary text under consideration by the class, use the reverse side of a roll of wrapping paper or some butcher paper to create a long plot line on the wall of the classroom (the line might go all the way around all four sides!). Using markers and with the text at hand, students will cite text evidence along the timeline that creates a visual representation of the development of the theme or central idea of the text. For example, students reading *Little Women*, by Louisa May Alcott, may identify the theme of “the importance of family” or “duty and responsibility in life,” etc. After agreeing upon a theme, students will cite text evidence along the timeline that identifies dialogue, action, events, images, etc. that support their assertions about the overarching theme. The timeline should provide a strong picture of the ways in which the author slowly but surely crafted and supported her theme and message.

Recommended Vocabulary for Teaching and Learning:

Characterization	Static	Dynamic	Protagonist	Antagonist
Plot Structure	Exposition	Rising Action	Climax	Falling Action
Resolution	Baised/I Inbaised	Obiective	Subiective	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC8RL4 Determine the meaning of <u>words</u> and <u>phrases</u> as they are used in a <u>text</u>, including <u>figurative language</u> and <u>connotative meanings</u>; analyze the impact of <u>specific word choices</u> on <u>meaning</u> and <u>tone</u>, including <u>analogies</u> or <u>allusions</u> to other <u>texts</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Determine Analyze 	<ul style="list-style-type: none"> Words Phrases Figurative Language Connotative Meanings Word choice impact on meaning Word choice impact on tone Analogies Allusions 	2, 3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Context clues help a reader comprehend and analyze the use of specific words, phrases and figurative language.</p> <p>A text's tone can be analyzed through the use of allusions and analogies.</p>		<p>How does a reader determine the meanings of unfamiliar words, phrases, and figurative language?</p> <p>How can the tone of a text be analyzed?</p>

ELACC8RL4
Further Explanation

Skills/Concepts for Students:

- Evaluate and analyze the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example alliterative “p” in “the pitter patter of plopping droplets” evoking the sensory experience of rain)
- Readily identify and understand the major types of figurative language (for grade 8: metaphor, simile, hyperbole, personification, and idioms)
- Understand the difference between analogy and allusion: an analogy uses one concrete example to make a point about another concept (for example being on the internet is like driving a race car - it is fast and fun, but can be dangerous if used incorrectly) while an allusion is an indirect reference to another literary work or well-known concept (Randy was running for the office of mayor, and considered that little office in city hall to be Camelot)
- Review and understand the basics of poetic structure and language appropriate to grade 8 (lyric and narrative forms, including ballad, sonnet, ode, free-verse, etc.)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on nuanced language, figurative or connotative language, and sound devices
- In instruction, differentiate between figurative language such as simile and metaphor, and sound devices such as alliteration or onomatopoeia (figurative language is not literal, while sound devices such as onomatopoeia can be literal; the bee actually does buzz but the tree doesn’t actually wave hello)
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, rhyme scheme, and meter

Sample Task for Integration:

Choosing poems that rely heavily on figurative and other nuanced or especially connotative language for their beauty and power (such as Dylan Thomas’ “Do Not Go Gentle Into that Good Night,” Emily Dickinson’s “Because I Could Not Stop for Death,” or Langston Hughes’ “A Dream Deferred”) give each student or group of students a different poem and have students write a brief analysis describing the audience, purpose, tone, and mood of the poem. The second step will be to rewrite the poem replacing any language that is figurative in the poem with concrete language that is synonymous with the figurative terms. Students will trade poems so that they are exposed only to the literal version of the second poem. Students will then write a second brief analysis describing the audience, purpose, tone, and mood of the edited poem. In teams, allow students to compare the analyses of the poems before and after the changes in order to appreciate the ways in which the figurative and connotative language created the artistic merit of the poem.

Recommended Vocabulary for Teaching and Learning:

Diction	Metaphor	Simile	Personification	Alliteration
Allusion	Idiom	Hyperbole	Onomatopoeia	Symbolism
Imagery	Analogy	Literal	Figurative	Concrete
Rhythm	Rhyme	Rhyme scheme	Meter	

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC8SL3 Delineate a speaker's <u>argument and specific claims</u>, evaluating the <u>soundness of the reasoning and relevance and sufficiency of the evidence</u> and identifying when <u>irrelevant evidence</u> is introduced.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Delineate • Evaluate • Identify 	<ul style="list-style-type: none"> • Argument • Claims • Soundness of reasoning and relevant • Sufficiency or irrelevancy of evidence 	<p>2, 3, 4</p> <p>Comprehension</p> <p>Synthesis</p> <p>Evaluation</p>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>A speaker's argument should have sufficient evidence.</p> <p>A speaker's argument should have relevant evidence.</p>		<p>How do you determine the strength of a person's argument or claim?</p> <p>Why is it critical to assess all evidence presented?</p>

ELACC8SL3
Further Explanation

Skills/Concepts for Students:

- Use all of your academic knowledge about supporting claims with evidence and evaluate a speaker’s claims based on the quality and quantity of his or her evidence
- Address speaker bias and counter-claims when evaluating a speaker’s argument
- Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Strategies for Teachers:

- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse

Sample Task for Integration:

Conduct a “close reading” of a political speech (for example campaign speeches from the most recent presidential election cycle). Students, through multiple viewings of the speech, will create an outline listing each major claim made by the candidate. Beneath each claim students will list the pieces of evidence offered and identify the type of evidence (a statistic, an anecdote, a quote, etc.). Next, the students will fact check the claims and evidence using reliable internet resources. Students will then be able to make a warranted judgment about the credibility of the candidate based on the number of supported versus the number of unsupported claims, and the quality of the evidence submitted (if any). Finally students will attempt to identify the major rhetorical focus of the appeals (pathos, logos, or ethos). An interesting extension for this activity would be for students to conduct a reflective discussion about gaps that may have been discovered between their initial “gut” feeling about the candidate and his or her veracity and the statistical results of the veracity of the contents of the speech. Did they initially feel persuaded or feel positively toward a candidate and feel let down by the statistical results, or perhaps have an initial feeling that a candidate was deceptive or misinformed only to find that he or she was indeed being completely truthful and sincere?

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Soin	Point of view	Bias	Author’s purpose	Audience

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC8SL4 Present <u>claims and findings</u>, emphasizing <u>salient points</u> in a <u>focused, coherent manner</u> with <u>relevant evidence</u>, <u>sound valid reasoning</u>, and <u>well-chosen details</u>; use <u>appropriate eye contact</u>, <u>adequate volume</u>, and <u>clear pronunciation</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Present • Emphasize 	<ul style="list-style-type: none"> • Claim and Findings • Salient points • Relevant evidence • Valid reasoning • Eye-contact • Volume • Pronunciation 	<p>2 Application</p>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Presenting claim and findings clearly and coherently is a life skill.</p> <p>Speaking in front of a group of people utilizing correct volume and pronunciation is vital because without these the presentation is incomprehensible.</p>		<p>Why should individuals present information clearly and coherently?</p> <p>Why is it important to use eye contact, adequate volume and clear pronunciation?</p>

**ELACC8SL4
Further Explanation**

Skills/Concepts for Students:

- Work consistently towards becoming comfortable presenting to your peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Task for Integration:

One authentic presentation circumstance that nearly everyone will experience sooner or later is the job interview. Provide students with an imaginary scenario in which they are interviewing for a job that is thematically connected to a text under consideration by the class. In a unit focusing on informational text such as *An Inconvenient Truth*, by Al Gore, students may pose as interviewees for a job lobbying for global warming issues in Washington. In the interview, students will be required to adopt a position on the issue and articulate it knowledgeably, supporting their claims with evidence. Their claims will include not only factual knowledge about the topic at hand, but facts about why they should be hired for the job (for example, "I am a hard worker" is not adequate because it is not supported. "I am a hard worker. I was awarded employee of the month 3 times at the Target store where I work and consistently logged the most overtime on my team, never leaving until the job was done" would be acceptable). This activity allows students to orally present claims in a high-pressure situation, show knowledge of the text under consideration in the unit, and practice an authentic skill they will need in the future.

Recommended Vocabulary for Teaching and Learning:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic	Salient		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8W1 Write arguments to support claims with clear reasons and relevant evidence. (Include sub-standards a-e)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Introduce • Write • Support • Distinguish • Organize • Demonstrate • Create • Clarify 	<ul style="list-style-type: none"> • Argument • Claim • Logical reasoning • How to provide reasons and evidence • Accurate and credible sources • Counterclaims • Formal style • Concluding statement 	3, 4 Analysis Synthesis Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<p>Writing a clear and effective claim that can be readily supported with counterarguments is key to a well-written argumentative paper.</p> <p>Effective argumentative writing uses reasons, examples, and anecdotes.</p> <p>Writing an effective concluding statement summarizes position.</p> <p>A formal style of writing allows for clear communication of position.</p>	<p>Why is it important to consider opposing ideas?</p> <p>How do you support your position in a written argument?</p> <p>Why is it important to write an effective conclusion?</p> <p>What is the purpose of a formal style of writing? Why is it important?</p>	

ELACC8W1
Further Explanation

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Employ knowledge of rhetorical strategies and structural strategies such as parallel structure or purposeful repetition
- Use sophisticated strategies for closure (such as a call to action) and avoid reiterating the points of your argument
- Use sophisticated strategies for introduction such as a powerful anecdotal story and avoid listing the points you will make in your argument
- Artfully employ the exploration of counterclaims and knowledge of audience bias in your arguments

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Allow students to use the infrastructure of famous arguments (for example Patrick Henry's "Give Me Liberty or Give Me Death" speech) to write their own "shadow argument" using the same rhetorical strategies as the famous original
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

Writing impassioned arguments on issues of emotional weight is usually easier for students than constructing valid arguments on academic points. To scaffold and support the later, have students practice writing argument-based analysis essays on a text under consideration by the class. Students will carefully read a text and construct an arguable claim based on the author's use of literary and rhetorical strategies in the piece. For example, one student may argue that Stephen Crane was a very pessimistic author whose dark view of the human cost of war was oppressive, while another may argue that Stephen Crane was a visionary who believed a world without war was possible and that the human capacity to appreciate beauty is undimmed even by the most horrific experiences. Students will use text evidence of the author's use of elements such as diction, imagery, syntax, and figurative language to support their claim, but will also be required to synthesize the information and form considered opinions about author's purpose, audience and bias. An extension to the activity can include oral presentation of the arguments and/or debate.

Recommended Vocabulary for Teaching and Learning:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Formal Style (APA, MLA)	Introduction	Body	Conclusion	Rhetoric

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8W2 Write <u>informative/explanatory</u> texts to examine a topic and convey ideas, concepts, and information through the <u>selection, organization, and analysis</u> of relevant content. (elements a-f)		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Write • Examine • Convey • Select • Organize • Analyze • Introduce • Develop • Explain • Inform 	<ul style="list-style-type: none"> • Informative • Explanatory • Topic • Organization • Analysis • Transitions • Quotations • Formal style • Charts and Tables • Graphics • Concluding Statement 	<ul style="list-style-type: none"> Application Analysis Synthesis Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>A topic (thesis) is necessary to drive the essay.</p> <p>An essay must have details, support, and evidence.</p> <p>An essay must convey ideas clearly.</p> <p>An essay must organize information using evidence and transitions.</p>		<p>Why is it necessary to write clear, coherent informative/explanatory pieces?</p> <p>Why do we need strong supporting evidence in an informative essay?</p> <p>Why is it important to convey ideas clearly in writing?</p>

**ELACC8W2
Further Evidence**

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Cite appropriately and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your assembly of information, charts, graphs, maps, or other aids
- Use sophisticated strategies for closure (such as a call to action) and avoid reiterating the points of your exposition
- Use sophisticated strategies for introduction such as a powerful anecdotal story and avoid listing the facts you will cover in your exposition
- Be alert to the need to exclude personal opinions and biases from your informative/explanatory writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism
- Allow students to attempt constructing informational documents according to real-world parameters (for example an actual contract meeting legal specifications, or a scientific procedure meeting APA format requirements, or a military briefing or press release)
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

One of the most often-encountered types of informative texts encountered in the modern world is the process text, explaining how to complete a process or accomplish a task. For this assignment students will create an informational process essay that describes how to complete a simple task, such as the construction of a peanut butter and jelly sandwich, braiding a lanyard, or decorating a cupcake. Ideally students will be given no warning or time to prepare for this assignment and it should be written in a timed environment. Students will then trade essays and attempt to complete the task, but NO action can be taken that is not explicitly outlined in the essay. No task can be done out of order, and no action can be omitted. Therefore, if the student does not specify “take the break out of the bag” first, then the sandwich cannot be made. Likewise, if it says only “put the peanut butter on top of the bread” then the jar may be set on top of the closed loaf and you also get no sandwich. This activity humorously illustrates the need for elimination of extraneous detail, clear transitions, and accurate facts in the writing of exposition.

Recommended Vocabulary for Teaching and Learning:

Informative	Expository	Explanatory	Topic	Relevant
Pre-write	Graphics	Multimedia	Multimodal	Transition
Relationship	Domain-specific	Formal Style (APA, MLA)	Cohesion	Extraneous
Format	Concrete	Literal	Denotation	Connotation

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8W4 Produce <u>clear and coherent writing</u> in which the <u>development, organization, and style</u> are appropriate to <u>task, purpose, and audience</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Compose • Organize • Develop • Analyze • Understand 	<ul style="list-style-type: none"> • Clear and coherent response • Ideas in an effective manner • A response appropriate to audience • The purpose • The writing task 	3, 4 Application Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
An effective writer responds to a prompt appropriately in the form of a clear and coherent composition.		<p>How should you write an effective response to a given prompt?</p> <p>How do you organize and develop your ideas in order to convey a message?</p>

**ELACC8W4
Further Explanation**

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary and rhetorical elements as appropriate in your writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Task for Integration:

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Recommended Vocabulary for Teaching and Learning:

Org. Structure	Transition	Context	Audience	Purpose
Prewriting	Drafting	Editing	Publishing	Focus
Academic Style (MLA, APA)	Domain-Specific	Co-writing	Genre	Format

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	8 th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC8W7 Conduct short <u>research projects</u> to answer a <u>question</u> (including a self-generated question), drawing on several <u>sources</u> and generating additional related, <u>focused questions</u> that allow for multiple <u>avenues of exploration</u></p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Conduct • Answer • Draw • Generate 	<ul style="list-style-type: none"> • Research projects • Question • Several sources • Questions (generating) 	3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>An effective learner generates research-based responses to assigned or self-generated questions and cites credible sources.</p>		<p>How do you find sufficient information to adequately answer self-generated or teacher-assigned questions?</p>

ELACC8W7
Further Explanation

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Cite appropriately and avoid plagiarism
- Apply knowledge of informational texts and other content areas (such as how to generate an arguable thesis or scientific hypothesis) when constructing self-generated topics for inquiry
- Use appropriate parameters of focus in inquiries (neither too broad nor too narrow for adequate inquiry)
- Think critically, making sophisticated and unusual connections among ideas when developing multiple avenues of exploration

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide a balanced mix of assigned and self-generated avenues for research inquiry
- Require formal manuscript style in construction and citation of research as appropriate
- Include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class
- Model and encourage students to make unusual and cognitively sophisticated connections between and among seemingly disparate ideas (for example an inquiry on “Ideas that Changed the World” might include the polio vaccine or silicon chip, but might also include stream-of-consciousness post-modern writing as practiced by James Joyce or William Faulkner, or Cubist painting)

Sample Task for Integration:

Students will create a WebQuest: an inquiry-oriented learning experience that links together engaging mini-explorations that integrate together to create a meaningful inquiry into a specific topic. Students can construct the WebQuest with any text-based focus that they choose, but one possible choice would be a whole text inquiry. Beginning with an extended text under consideration, for example *Alas Babylon*, by Pat Frank, students could create links to a biography of Frank, create a map of the geographic area, create character portraits of each character, explore themes and motifs from the book, etc. Not only will students be required to conduct multiple mini-research projects, but the aggregate of all of their research will effectively culminate into an overarching research project on the book itself.

Recommended Vocabulary for Teaching and Learning:

Research	Inquiry	Focused question	Source	Citation
Annotation	Archive	Access	Platform	Thesis
Hypothesis	Manuscript style (APA, MLA)	Navigate	Website	

Next step, create assessments and engaging learning experiences