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**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

**ENGLISH LANGUAGE ARTS CURRICULUM GRADE 8
REVISED 2014**

North Smithfield Middle School
Curriculum Writers: David Gauvin and Leah Latimer

ENGLISH LANGUAGE ARTS CURRICULUM Grade 8

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was revised in May 2014 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- *Numerous state curriculum Common Core frameworks, e.g. Ohio, California, and Delaware*
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

Mission Statement

North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society.

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

COMMON CORE STATE STANDARDS

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

The **North Smithfield School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **Constructed response and Extended response responses**
- Use **Classroom Instruction That Works Strategies:**
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner and collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
 - 5-3-1 strategy
 - anchoring
 - cubing
 - jig-sawing
 - pre/post assessments
 - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking: Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, Extended response reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS):**
 - communication
 - critical thinking
 - problem solving
 - reflection/evaluation
 - research
- Model the use of **graphic organizers:**
 - sequence organizers (chains, cycle),
 - concept development (mind map),
 - compare/contrast organizers (Venn diagrams, comparison charts),
 - organizers (word web, concept map),
 - evaluation organizers (charts, scales),
 - categorize/classify organizers (categories, tree)
 - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
 - read aloud
 - think aloud
 - shared reading
 - guided reading
 - self-selected reading

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- Model the following **reading strategies**
 - pre-teach vocabulary
 - using prior knowledge
 - sampling a page for readability
 - summarizing
 - predicting and making text based inferences
 - determining importance
 - generating literal, clarifying, and inferential questions
 - constructing sensory images (making pictures in one's mind)
 - making connections (text to self, text to text, and text to world)
 - taking notes
 - locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
 - using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
 - using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
 - making connections
 - questioning
 - visualizing
 - inferring
 - determining importance
 - synthesizing information
 - self-monitoring or fix-up
 - predicting
 - summarizing
- Model **writers' workshop, Write Traits and Big 6**
- Facilitate
 - Annotated works cited
 - Article of the week
 - Fishbowl
 - Guided writing
 - Literature circles
 - Readers' theater
 - Socratic seminar
 - Writer's Notebook
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics and models**

COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

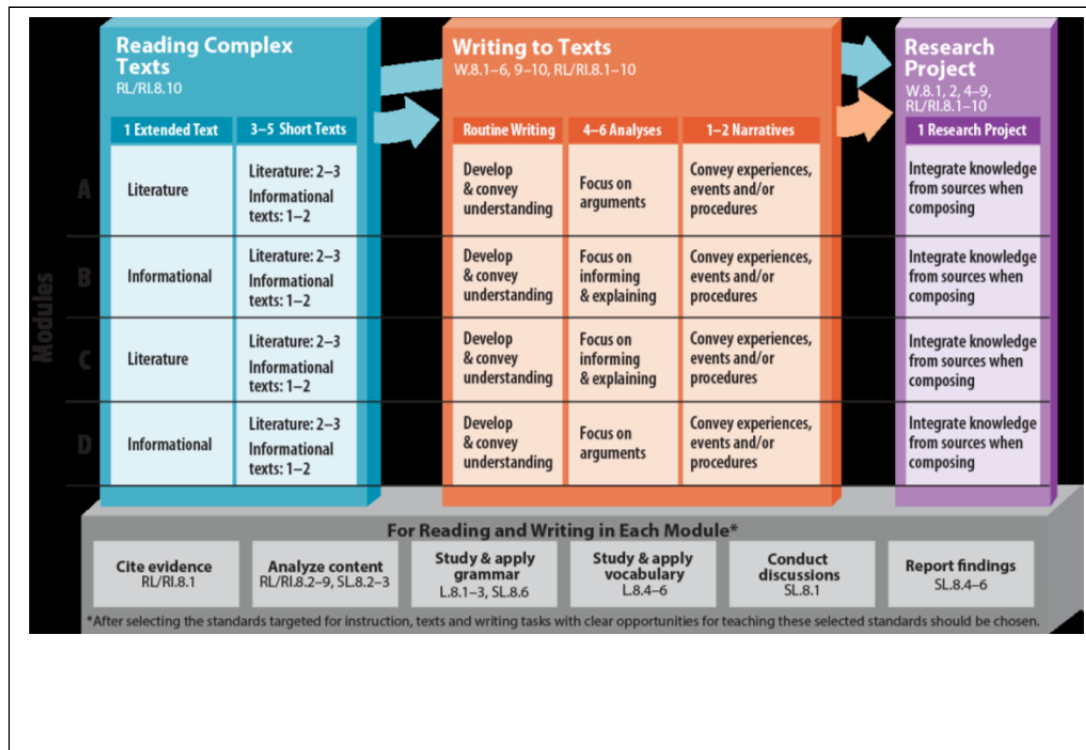
- **REQUIRED COMMON ASSESSMENTS**
 - Common tasks/units
 - Constructed responses
 - Extended responses
 - Formative
 - Summative
- **Common Instructional Assessments (I)** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking state assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students

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- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams
- **Additional assessments include:**
 - Anecdotal records
 - Conferencing
 - Exhibits
 - Interviews
 - Graphic organizers
 - Journals
 - Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
 - Graphic organizing - visual
 - Collaboration - interpersonal
 - Oral presentations
 - Problem/Performance based/common tasks
 - Research
 - Rubrics/checklists (mathematical practice)
 - Tests and quizzes
 - Technology (Photo-story, Power Point, etc.)
 - Think-alouds
 - Writing genres
 - Argument
 - Informative
 - Narrative

Standards organized into suggested quarter modules (PARCC)



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RESOURCES GRADE 8

Textbooks

- *McDougal Littell Literature, Grade 8*
- *Write Source Grade 8*
- *Write Traits*
- Core Books – See PARCC Chart and Units

Supplementary Student

- **Literary** (Lexile rates 955-1155)
- **Informational** (Lexile rates 955-1155)
- Holt Handbook, First Course, grade 8
- *Junior Scholastic*
- *Sentence Composing for Elementary School*
- *Sentence Composing for Middle School*, Don and Jenny Killgallon
- Suggested Reading
- *Up Front Magazine*
- Write Source, grade 7
- Write Traits Kit

Supplementary Teacher

- *Classroom Instruction That Works*
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Activators: Activity Structure to Support Integration and Retention of New Learning*, Research for Better Teaching, Inc.
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Literature Circles*, Daniels
- *Mosaic of Thought*, Keene, Zimmerman
- *Reading Essentials*, Routman
- *Rhode Island PreK-12 Literacy Policy*
- *Strategies that Work, Non Fiction Matters*, Harvey
- *Texts and Lessons*, Daniels and Steineke
- *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Text*, Gallagher

Supplementary Teacher Links

- Big 6 Research Strategies (http://www.crlsresearchguide.org/Big_Six_Steps.asp)
- CNN Student News (<http://www.cnn.com/studentnews/index.html>)
- Common Core Maps www.commoncore.org/maps
- Common Core Standards (<http://www.corestandards.org/>)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf
- Discovery Education (<http://my.discoveryeducation.com/>)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at www.cast.org
- Formative Assessment and Standards Based Grading (http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles)
- Grammar girl
- http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf
-

- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
- PARCC <http://www.parcconline.org/parcc-content-frameworks>
- PARCC http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf
- www.prometheanplanet.com
- PBS Learning
- Promethean Planet
- Shmoop
- The Teaching Channel
- Thinkfinity.org
- Writingfix.org
- You Tube

Reading Standards Links

- *7 Keys to Comprehension* (<http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf>)
- Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- Lexile Finder (<http://www.lexile.com/>)
- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Reading Essentials (<http://www.regieroutman.com/teachingessentials/print.asp>)
- RI PreK-12 Literacy Policy (<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>)
- Strategies that Work: Non Fiction Matters (<http://www.mcte.org/failwork/archive/harvey/resources.html>)
- T-Chart (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
- Text Structures (<http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>)
- Venn Diagram (<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

Writing Standards Links

- Criterion Writing Evaluation (<https://criterion.ets.org/>)
- Editing Checklists (<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- References/ Citations (<http://easybib.com/>)
- Research, grammar <http://owl.english.purdue.edu>
- Write Source Text (<http://thewritesource.com/>)

Speaking and Listening Standards Links

- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Socratic Seminars (<http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf>)
- Living Museums (http://www.educationworld.com/a_curr/curr231.shtml)

Materials

Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>setting, and/ or plot contribute to the central theme or idea?</p> <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Determine theme or central idea • Analyze theme/central idea development • Make inferences • Formulate an objective summary of the text • Analyze the development of theme through character, plot and setting <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides a statement of a theme or central idea of a text, based on textual evidence. (1) PARCC Evidence • Provides an analysis of the development of the theme or central idea over the course of the text. (2) PARCC Evidence • Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. (3) PARCC Evidence • Provides an objective summary of a text. (4) PARCC Evidence 	<ul style="list-style-type: none"> • determine • plot <ul style="list-style-type: none"> ○ exposition ○ resolution • objective • summarize • theme <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> • <i>“Flowers for Algernon”</i> (Essential Question: <i>What is reality?</i>) • <i>A Break with Charity</i> (Essential Question: <i>What is reality?</i>) 		
	P RL	<p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What statement(s) or action(s) lead to a shift in advancement in the events of the story? • What is revealed about the character by events or dialogue? • What decision is provoked by _____ incident? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Understand causal relationship of dialogue and/or events on plot development • Analyze character traits or aspects <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides an analysis of how particular lines of dialogue or incidents in a story or drama propel the action. (1) PARCC Evidence 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • aspect • dialogue • incident • motivation • propel • provoke • reveal <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> • <i>“Flowers for Algernon”</i> (Essential Question: <i>What is Reality</i>) 		

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		<ul style="list-style-type: none"> Provides an analysis of how particular lines of dialogue or incidents in a story or drama provoke a decision. (2) <u>PARCC Evidence</u> Provides an analysis of how particular lines of dialogue or incidents in a story or drama reveal aspects of a character. (3) <u>PARCC Evidence</u> 			
<p>READING LITERATURE (RL)</p> <p>Craft and Structure</p>	<p>P</p> <p>RL</p>	<p>Students</p> <p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What does the word/phrase _____ mean in this selection? The word/phrase is an example of _____. Without changing the meaning of the sentence, what word can best be used to replace the underlined part? How does the author’s use of repetition of sounds impact the tone of the text? According to this passage, an _____ is like a _____ because both _____. The author uses connotation to _____. What is the meaning of the analogy _____? What does _____ allude to? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> allusions analogies analyze connotative meaning determine determiner figurative meaning impact specific tone word choice <p>Literature/Informational</p> <p>For example:</p> <ul style="list-style-type: none"> “Oh Captain, My Captain” (unit # 4) “Tell Tale Heart ” <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Understand connotations Identify and analyze figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) Critique how word choice impacts meaning Examine the relationship between word choice and tone Identify and examine the use of analogies and allusion <p>PARCC Evidence</p> <ul style="list-style-type: none"> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategy list in the introduction Classroom Instruction That Works <ul style="list-style-type: none"> Cues, questions, and advanced organizers Generating and testing hypothesis Non-linguistic representation Summarizing, note taking Literature Circles RAFT Reflection Journal Using poems such as “Stopping by Woods on Snowy Evening” by Robert Frost and “Annabelle Lee” by Edgar Allen Poe, the teacher will model reading the poems aloud and model the thinking process when finished with specific sections of the poem. The teacher will discuss and analyze how the structure of the poem affects the meaning of a poem. Students will work in pairs or small groups to find poems that are structurally different and then analyze the poems using a graphic organizer. Students will then reflect in their journals about their findings and will share with a partner. ODE Shades of meaning Synonym poster Word walls “What if…” Paragraph Read aloud a section of a short story that is suspenseful (e.g., The Tell-Tale Heart by Edgar Allan Poe). After general discussion about the actions of the main characters, have students complete a “What If…” paragraph. Students put themselves into the position of a minor character of the story. As a minor character, what 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction McDougal Littell Literature, Grade 8 <ul style="list-style-type: none"> Standards Lesson File: Literature Write Source Grade 8 www.prometheanplanet.com Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Analysis of a poem or compare two poems for craft and structure Graphic organizers

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		<p>or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. (1) PARCC Evidence</p> <p>RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the structure of each text? • How are the structure similar/different? • What is the meaning of each text? • How does the structure of the text contribute to its meaning? • How would the meaning of the text have been different if it were written as a _____? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • text structure • contribute • compare • contrast • differ <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> • “Annabelle Lee” • “Stopping by the Woods on a Snowy Evening” (Essential Question: What is reality?) <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Analyze text structures and examine how they contribute to the meaning of a text. • Compare and contrast structures of text <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides a comparison and contrast of the structure of two or more texts. (1) PARCC Evidence • Provides an analysis of how the differing structure of each text contributes to its meaning and style. (2) PARCC Evidence 	<p><i>would their thoughts, feelings, actions and conversation have been in the same event? What would each have done? Students should be able to explain their responses either orally or in writing. ODE</i></p>		
		<p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the characters’ point of view? • Which words from the _____ show that it is written in _____ person? • How does the author’s word choice help to develop the narrator/ speaker’s point of view? • Does the character’s point of view differ from that of the audience? If so what effect is <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • 1st person • 3rd person • author • develop • dramatic • effect • limited 			

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		<p>created?</p> <ul style="list-style-type: none"> • narrator • objective • omniscient • point of view • point of view • subjective • suspense <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Identify various points of view • Examine and explain the development of the narrator’s or speaker’s point of view • Contrast the perspective of the character and the audience/reader • Distinguish the effect of differing points of view • Recognize and critique text devices (e.g. irony) and their effects (e.g. suspense, humor) <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides an analysis of how one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor. (1) PARCC Evidence <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> • “Tell Tale Heart” (Essential Question: What is reality?) • “Monkey’s Paw” (Essential Question: What is freedom?) • “Lady or the Tiger” (Essential Question: How does one’s perspective change your view of the world?) 			
<p>READING LITERATURE (RL)</p> <p>Integration of Knowledge and Ideas</p>	<p>P</p> <p>RL</p>	<p>Students</p> <p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • How does the production differ from the script? • Why do you think the director chose to depart/stay faithful to the script? • Do you agree with the director’s choice why or why not? • Evaluate the effectiveness of the media techniques used to portray the work. • Select an event from the book and compare it to a scene from the production. How are they different and why? • What senses were most stimulated by the production? • What medium most impacts your understanding of the selected work? • How does reading a story compare to the audio or video version? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • depart • directional decision • director • evaluate e • event • extent • faithful • medium • portray • production • senses • techniques <p>Literature/Informational For example:</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • Compare and contrast <i>Use a chart of story elements such as characters, setting, main events and theme to compare and contrast a work of modern fiction, such as Change of a Dress (Cinderella Cleaners) by Maya Gold, and the Grimm or Perrault version of Cinderella. This could be Extended response to other works of modern fiction and other traditional stories about stepmothers and/or riches-to-rags-to-riches stories.</i> • Cooperative learning • Graphic organizers 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 8</i> • <i>McDougal Littell Literature, Media DVD</i> • <i>Write Source Grade 8</i> • www.prometheanplanet.com • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_S_Criteria-Guidance_and_Appendices-FINAL.pdf • Diverse Learners: 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Compare and contrast essay • Graphic organizers • Literature circles • Reading checks

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	P RL	<p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Compare & contrast a production of a drama or story with the script • Determine and evaluate the effect of variance from the script • Critique the producers portrayal of the text <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides an analysis of the extent to which a filmed production of a story or drama stays faithful to or departs from the text or script, including an evaluation of the choices made by the director or actors. (1) PARCC Evidence <p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What are the theme patterns of events and or character types of the texts? • How do the elements in the moderns texts compare with traditional works? • What changes are made to the _____, to modernize it? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Identify themes, pattern of events & character types in literature • Apply concepts of modern literature <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or character types, including describing how the material is rendered new. (1) PARCC Evidence 	<ul style="list-style-type: none"> • <i>Boy in the Striped Pajamas</i> (Essential Question: Do we accept the reality with which we are presented?) <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • deviate • elements • ethos • logos • modern • myth • mythos • pathos • religious • render • theme • traditional <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> • “Pandora’s Box” • “Adam and Eve” • “Change of a Dress,” Maya Gould • “Cinderella,” Grimm or Perault 	www.cast.org	<ul style="list-style-type: none"> • Response journals

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<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Range of Reading and Level of Text Complexity</p>		<p>Students</p> <p>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 (<i>Lexile rates 955-1155</i>) independently and proficiently.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What have you read independently lately? • What genres have you recently read? • What genre did you enjoy the most? • Have you read multiple books by the same author? • Who is your favorite author? • Do you think you are ready to read a more complex text or different type of literature? • What is the lexile level of this text? • Briefly summarize the plot and theme of the text. <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • comprehend • conceptual complexity • fiction • genre • independent • lexile • nonfiction • proficient • text complexity <p><u>Literature/Informational</u></p> <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Read various forms of literature fluently • Demonstrate comprehension of various forms of literary text • Read independently and comprehend complex texts • Make an effort to independently read texts of increasing complexity • Monitor comprehension 	<p style="text-align: center;">TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • Accountable talk • Jig saw • Literature Circles • Marking Strategy <i>Self-annotating becomes a “marking strategy” that forces active learning.</i> <ul style="list-style-type: none"> ◦ <i>Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self-connection).</i> ◦ <i>Extended response: Students will devise a self-annotated guide (encourage students to use their creativity).</i> • Reading logs • Response journals • Running records • Text-based questions 	<p style="text-align: center;">RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 8</i> • <i>Write Source Grade 8</i> • www.prometheanplanet.com • Diverse Learners: www.cast.org 	<p style="text-align: center;">ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Conferences • Double entry journals • End of unit formal assessment • Presentations • Reading logs • Response journals • Running records • Text-based questions
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Key Ideas and Details</p>	<p style="text-align: center;">P RI</p>	<p>Students</p> <p>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.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What is stated explicitly in the text? • What information can you draw? • What evidence leads you to this conclusion? • What evidence is most supportive of your analysis? • What inferences can you make? What evidence <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • analysis • bias • cite • explicit • inference • textual evidence 	<p style="text-align: center;">TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • Close reading • Double-sided journals • Graphic Organizers <i>Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text</i> 	<p style="text-align: center;">RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 8</i> • <i>Write Source Grade 8</i> • www.prometheanplanet.com • D.B.Q. witch trials • Freedom Writer’s Diaries • <i>Salem Witch Trials: World Behind Hysteria</i> 	<p style="text-align: center;">ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in

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	P RI	<p>can you provide to support your inferences?</p> <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Examine what is explicitly stated in text Recognize inference that can be drawn from the text Analyze a text Provide support for analysis of text Develop hierarchy of evidence to support analysis <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly. (1) PARCC Evidence Provides textual evidence that most strongly supports analysis of inferences drawn from the text. (2) PARCC Evidence <p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What is the central idea? How is the central idea developed? What supporting ideas are included in the text? How can you objectively summarize the text? What makes your summary objective? What is your analysis of the text? Is the central idea conveyed throughout the text? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Determine the central idea Analyze development of idea in text Examine the role of supporting ideas to the central idea Provide an objective summary <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides a statement of a central idea of a text. (1) PARCC Evidence 	<p>Literature/Informational</p> <p>For example:</p> <ul style="list-style-type: none"> Upfront Magazine Construction of the Underground Railroad, Harriet Tubman, p. 258 (Essential Question: What is Freedom?) Letter to Harriet Tubman to Frederick Douglas, p. 270 <p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze central idea development objective relationship summary supporting <p>Literature/Informational</p>	<p><i>into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.</i> ODE</p> <ul style="list-style-type: none"> Model nonlinguistic representations Questioning <i>Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation – there are ties to history and culture that must be considered when reading a piece.</i> ODE Reader Response Journal Summarizing and note taking 	<ul style="list-style-type: none"> Scholastic on the Record Reporting Live Life or Death War Sebastian Junger Construction of the Underground Railroad, Harriet Tubman, p. 258 Junior Scholastic Up Front Magazine Diverse Learners: www.cast.org 	<p>the introduction)</p> <ul style="list-style-type: none"> Cause and effect essay Compare/contrast essay Graphic organizer Non-linguistic representation

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	P RI	<ul style="list-style-type: none"> Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas. (2) PARCC Evidence Provides an objective summary of a text. (3) PARCC Evidence <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What connections can you make among the text’s individuals, ideas, or events? How might you compare or categorize the connections? What distinctions can you make between the text’s individuals, ideas, or events? How might you compare or categorize the between? What analogy best illustrates the connections/distinctions found in the text? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> analogy analyze categorize comparison connection distinction illustrates <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Analyze connections made between individuals, ideas, events Recognize & interpret comparisons and analogies <p>Literature/Informational</p> <p>For example:</p> <ul style="list-style-type: none"> <i>Upfront Magazine</i>, The Week <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an analysis of how a text makes connections among and distinctions between individuals (e.g., through comparisons, analogies, or categories). (1) PARCC Evidence Provides an analysis of how a text makes connections among and distinctions between ideas (e.g., through comparisons, analogies, or categories). (2) PARCC Evidence Provides an analysis of how a text makes connections among and distinctions between events (e.g., through comparisons, analogies, or categories). (3) PARCC Evidence 			
READING INFORMATIONAL TEXT (RI)		Students	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
Craft and Structure	P RI	<p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What does the word/phrase _____ mean in this selection? The word/phrase is an example of _____. Without changing the meaning of the sentence, what word can best be used to replace the underlined part? How does the author's use of repetition of sounds impact the tone of the text? According to this passage, an _____ is like a _____ because both _____. The author uses connotation to _____. What is the meaning of the analogy _____? What does _____ allude to? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> allusion analogy connotative figurative impact selection specific technical tone <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> Word choice in a speech Content specific vocabulary in informational text <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Identify and assess <ul style="list-style-type: none"> connotations figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) word choice impacts meaning how word choice impacts tone the use of analogies and allusion <p>PARCC Evidence</p> <ul style="list-style-type: none"> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. (1) <p>PARCC Evidence</p>	<ul style="list-style-type: none"> See instructional strategy list in the introduction Graphic Organizers <i>Using a nonfiction text, have students create graphic representations of the main concept, focusing on the evidence that supports the main idea as well as arguments that refute it. This will allow students to break down a text to visualize how the author deals with conflicting arguments and viewpoints.</i> <i>Modeling/Peer Review</i> <i>Use an article as a model for a future writing assignment, breaking down the structure and word choice used by the author. Then have the students create a rubric that they would use, using this model's strengths and weaknesses as the basis. This will allow students to see the parts of the structure as individual sections as well as how they play into the whole.</i> Mini- Research Project <i>Pull out analogies and allusions from a text and have students study informational sites to determine the author's purpose in including those elements. This will deepen students' knowledge of analogies and allusions as well as build their awareness of how authors use them for impact in their writing. ODE</i> Wordle <i>A free Web application that creates word clouds from a body of text. Students can insert an author's text to see what words are magnified in the word picture, thus beginning a dialogue regarding word choice.</i> http://www.wordle.net/ 	<ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature, Grade 8</i> <ul style="list-style-type: none"> Standards Lesson File Informational text non-fiction <i>Junior Scholastic</i> <i>Up Front Magazine</i> <i>Write Source Grade 8</i> www.prometheanplanet.com Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Compare and contrast Formal cause and effect Short information piece using text features Student choice essay topic
	P RI	<p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What is the structure of the text? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze 			

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		<ul style="list-style-type: none"> • How is this paragraph organized? • What is the key concept? • How was the key concept developed? • Which sentence(s) specifically develop the concept? • What information does _____ (text feature) provide? • Is this information also included in the text or solely found in the _____ (text feature)? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze text structure • Analyze paragraph structure • Differentiate types of sentences (topic, detail, evidence, conclusion) • Identify the key concept • Apply text features <p><u>PARCC Evidence</u></p> <ul style="list-style-type: none"> • Provides a detailed analysis of the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (1) <u>PARCC Evidence</u> 	<ul style="list-style-type: none"> • concept • detail • develop • refine • role • specific • structure • text • text feature <p><u>Literature/Informational</u> For example:</p> <ul style="list-style-type: none"> • <i>Upfront Magazine</i> 		
	<p>P</p> <p>RI</p>	<p>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.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What is the point of view in this text? • What is the purpose of the text? • How do you know? • What conflicting viewpoints does the text explore? • How does the author treat the conflicting evidence? • Is the author effective in his examination of conflicting evidence? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Determine point of view, purpose, conflicting viewpoints in text • Analyze how an author addresses conflicting evidence or viewpoints 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • acknowledge • analyze • bias • conflicting • evidence • objective • point of view • purpose • respond responder • viewpoint <p><u>Literature/Informational</u> For example:</p> <ul style="list-style-type: none"> • <i>Upfront Magazine</i> 		

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		<p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides a statement of an author’s point of view in a text. (1) PARCC Evidence Provides a statement of an author’s purpose in a text. (2) PARCC Evidence Provides an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints. (3) PARCC Evidence 					
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Integration of Knowledge and Ideas</p>	<p>P RI</p>	<p>Students</p> <p>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.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What topic or idea is presented? How is the topic similar & different when presented in the various mediums? Which medium is most effective in presenting the topic? Why? What limitations are realized when using _____ (medium) to present the topic? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Examine the differences in various mediums (print, video, multimedia) Compare the presentation of a topic in one or more mediums. Evaluate the effectiveness of using different mediums. <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an evaluation of the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. (1) PARCC Evidence </td> <td style="width: 50%; vertical-align: top;"> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> advantage digital disadvantage evaluate imagery medium multimedia particular persuasive techniques symbolism <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> Speech read and watch </td> </tr> </table> <p>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.</p>	<p>Guiding Question(s)</p> <ul style="list-style-type: none"> What topic or idea is presented? How is the topic similar & different when presented in the various mediums? Which medium is most effective in presenting the topic? Why? What limitations are realized when using _____ (medium) to present the topic? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Examine the differences in various mediums (print, video, multimedia) Compare the presentation of a topic in one or more mediums. Evaluate the effectiveness of using different mediums. <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an evaluation of the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. (1) PARCC Evidence 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> advantage digital disadvantage evaluate imagery medium multimedia particular persuasive techniques symbolism <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> Speech read and watch 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategy list in the introduction Graphic Organizer <i>Have students use a Venn diagram comparing and contrasting the information presented in two informational texts where some information is conflicting. Then focus on the arguments and let students identify (highlight, underline, star, color) the strongest arguments for discussion of assessing the claims in the texts, the strengths of each argument and the relevancy of the evidence.</i> ODE Kinesthetic activity <i>Teachers give students an article and have them cut out the evidence sections. Students sort the support into piles of strong/weak/relevant/insufficient/ etc. This physical activity will allow for students to not only learn to focus on one argument at a time, but also give them a visual of the support.</i> ODE 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction McDougal Littell Literature, Grade 8 <ul style="list-style-type: none"> Standards Lesson File Informational text non-fiction Text and Lessons, Harvey Daniels Junior Scholastic Up Front Magazine Hunger Games movie Freedom Writers movie Write Source Grade 8 www.prometheanplanet.com Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Accountable talk Compare/contrast essay
<p>Guiding Question(s)</p> <ul style="list-style-type: none"> What topic or idea is presented? How is the topic similar & different when presented in the various mediums? Which medium is most effective in presenting the topic? Why? What limitations are realized when using _____ (medium) to present the topic? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Examine the differences in various mediums (print, video, multimedia) Compare the presentation of a topic in one or more mediums. Evaluate the effectiveness of using different mediums. <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an evaluation of the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. (1) PARCC Evidence 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> advantage digital disadvantage evaluate imagery medium multimedia particular persuasive techniques symbolism <p>Literature/Informational For example:</p> <ul style="list-style-type: none"> Speech read and watch 						

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		<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • Outline or trace the arguments and claims in text • Assess validity of reasoning and evaluate relevance • Determine if sufficient evidence is presented to support an argument or claim • Recognize irrelevant evidence <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • What argument is presented? • What claims support the argument? • In what manner is the argument & claims presented? • Is the reasoning presented logical? • What evidence is presented? • Is the evidence relevant to the argument? Why or why not? • Is enough evidence presented to support the argument? • Is all of the evidence relevant? If not, why? <p><u>PARCC Evidence</u></p> <ul style="list-style-type: none"> • Provides a delineation of the argument and specific claims in a text. (1) <u>PARCC Evidence</u> • Provides an assessment of whether the reasoning of the argument is sound. (2) <u>PARCC Evidence</u> • Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) <u>PARCC Evidence</u> • Demonstrates recognition of when irrelevant evidence is introduced. (4) <u>PARCC Evidence</u> <p>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.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What topic do both of the texts address? • How do the texts differ in the information they present? • Is the differing information factual or 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • argument • assess • claim • delineate • evaluate • evidence • irrelevant • reasoning • relevant(pertinent) • sound • specific • sufficient • text • validity <p><u>Literature/Informational</u> For example:</p> <ul style="list-style-type: none"> • Evaluating argument 		

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		<p>interpretive?</p> <ul style="list-style-type: none"> Which text do you think is accurate? Why? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Compare and contrast texts Identify and analyze similar topics Identify and analyze conflicting information Distinguish between fact & interpretation <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides an analysis of 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. (1) <p>PARCC Evidence</p>	<ul style="list-style-type: none"> contrast counterargument disagree interpretation text <p style="text-align: center;">Literature/Informational</p>			
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Range of Reading Level of Text Complexity</p>		<p>Students</p> <p>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 (Lexile rates 955-1155) independently and proficiently.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What have you read independently lately? What are the topics/central ideas of the nonfiction texts that you have recently read? What topic did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literary nonfiction? What is the lexile level of this text? Briefly summarize the central idea of the text. <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Read various forms of literary nonfiction fluently Demonstrate comprehension of various forms of literary text Read independently and comprehend complex texts Make an effort to independently read texts of increasing complexity Monitor comprehension 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> comprehend conceptual complexity independent lexile proficient text complexity <p style="text-align: center;">Literature/Informational</p>	<p style="text-align: center;">TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategy list in the introduction <i>Classroom Instruction That Works</i> <ul style="list-style-type: none"> Non-linguistic representations Identifying similarities and differences Summarizing and note-taking <i>Discussion circles</i> <i>Marking Strategy</i> Socratic Seminars 	<p style="text-align: center;">RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature, Grade 8</i> <i>Write Source Grade 8</i> www.prometheanplanet.com <i>Junior Scholastic</i> Reading selections from History and Science <i>Up Front Magazine</i> Diverse Learners: www.cast.org 	<p style="text-align: center;">ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Double entry journal Reading check quizzes Running records Text-based questions

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>	<p>P</p> <p>W</p>	<p>Students</p> <p>W.8.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1a</p> <ul style="list-style-type: none"> • Organizes and presents ideas through use of: <ul style="list-style-type: none"> ○ introduction ○ thesis statement ○ body paragraphs ○ conclusion <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1b</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1c</p> <p>d. Establish and maintain a formal style. W.8.1d</p> <ul style="list-style-type: none"> • Selects words/wording that maintains strong and appropriate tone <p>e. Provide a concluding statement or section that follows from and supports the argument presented. W.8.1e</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • How did you distinguish your claim from opposing claims? • How are your claims & reasons organized? Is the arrangement logical? • What words/phrases piece “formal”? • How do you maintain this style? • How does your concluding statement (section) support the arguments presented? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Develop an argument with claims, reasons, and evidence • Use counterclaims in an argument essay • Employ logical reasoning when supporting claims • Assess evidence for relevancy, accuracy and credibility </div> <div style="width: 45%;"> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • acknowledge • alternate • argument • claim • distinguish • edit • evidence • opposing • relevant • revise <p>Literature/Informational</p> </div> </div>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • Annotated bibliography • <i>Classroom Instruction That Works</i> <ul style="list-style-type: none"> ○ Identifying similarities and differences ○ Essay structure graphic • Jigsaw • Model text • Pre-Writing Activity <i>When writing an informational essay, have students determine/pre-write the three to five key ideas to be covered in the essay. (This can be accomplished from a teacher-directed activity or determined independently.) On horizontally aligned paper, put each key idea statement in a separate box so that the boxes are in a row. Draw an umbrella over the boxes. Model for students the thesis statement that includes aspects of the key ideas. ODE</i> • Sentence Connection <i>Using the SMARTBoard or sentence strips, create a series of short sentences that could be connected with transitional words. Have students reorder sentences, connect and include a transition word. Words may be provided in a box or on strips, or words could be determined by the students without assistance. Note the meaning change of the connected sentences, which are dependent on the transition word choice. ODE</i> • Socratic Seminar 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 8</i> • <i>Write Source Grade 8</i> • www.prometheanplanet.com • Common Core Standards (http://www.corestandards.org/ Appendix C p.40 grade 7 and p. 57 grade 9) • Criterion Writing Evaluation (https://criterion.ets.org/) • CNN News • <i>In the Middle: New Understanding about Writing, Reading, and Learning by Atwell, Nanci.</i> Boynton/Cook Publishers, Inc, Portsmouth, NH, 1997. This book is a classic text resource with middle school focus with “seventy per cent new material included.” • Junior Scholastic • Up Front Magazine • <i>Write Source</i>, chapter 5: Defending a position • <i>Write Traits</i> • Research, grammar (http://owl.english.purdue.edu) • <i>Write Source Text</i> (http://thewritesource.com/) • www.writingfix.org • Comprehensive Assessment System: Rhode Island Criteria & Guidance (http://www.ride.ri.gov/Assessment/DOCS/CAS/CA) 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Comprehensive Assessment System: Rhode Island Criteria & Guidance (http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf) • Opinion paper • Outlines • Pro/con chart • Rubrics/checklists • T-chart

ENGLISH LANGUAGE ARTS CURRICULUM Grade 8

Curriculum Writers: David Gauvin and Leah Latimer

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> Understand sentences of “formal style” Craft conclusions that support the argument <p>PARCC Evidence</p> <ul style="list-style-type: none"> Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Organization The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary. Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. PARCC Evidence 		<p>S Criteria-Guidance and Appendices-FINAL.pdf</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
WRITING (W)		Students	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES
Text Types and Purposes*	P W	<p>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.</p> <p>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.8.2a</p> <ul style="list-style-type: none"> Organizes and presents ideas through use of: <ul style="list-style-type: none"> introduction 	<ul style="list-style-type: none"> See instructional strategy list in the introduction Graphic organizer Classroom Instruction That Works <ul style="list-style-type: none"> Identifying similarities Summarizing and note 	<ul style="list-style-type: none"> See resource list in the introduction <i>McDougal Littell Literature, Grade 8</i> <i>Write Source Grade 8</i> www.prometheanplanet.com 	<ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> o thesis statement o body paragraphs o conclusion <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2b</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2c</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2d</p> <p>e. Establish and maintain a formal style. W.8.2e</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2f</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • How does your thesis statement preview the content of the essay? • What categories of supporting details do you provide? • How did you transition from various ideas & concepts? • Are the transitions cohesive? • What makes the piece formal? • How does the conclusion support the information presented? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Use formal style • Write cohesively using: all elements of an effective essay • Edit and revise writing <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. • Organization The student response demonstrates purposeful 	<p>taking</p> <ul style="list-style-type: none"> o Cues, questions and advance organizers <ul style="list-style-type: none"> • 5-part essay • NewsCast Scripts <i>Using a novel such as Copper Sun by Sharon Draper, have students write scripts for a newscast based on the book. This should include important news stories, breaking news, sports, weather, interviews with witnesses and advertisements. Students will use the scripts to videotape the newscast, using props as needed.</i> ODE • Personal Opinion Paper • <i>Students write a personal opinion paper on a controversial topic that is connected to school (e.g., school uniforms, lunch menus, bus rules). Students may complete a survey of opinions and use the information to create a graph.</i> ODE • Storyboard <i>After reading a novel or short story, have students create a class storyboard of the important events on a white board. They can then break into three groups, one for the beginning, one for the middle and one for the end of the story, in order to write dialogue and stage directions for each cell in the storyboard. The teacher will lead the students into revising their segments so that there is a clear connection among the events, and so that the dialogue and stage directions are true to the original characters and plot.</i> ODE 	<ul style="list-style-type: none"> • Common Core Standards (http://www.corestandards.org/_Appendix_C) • Research, grammar (http://owl.english.purdue.edu) • Write Source Text (http://thewritesource.com/) • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Formative • Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Cause and effect • Compare/contrast • Research project • Rubrics/checklists – informative writing

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.</p> <ul style="list-style-type: none"> Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone², and/or domain-specific vocabulary. Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. <u>PARCC Evidence</u> 			
WRITING (W)		Students	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES
Text Types and Purposes*	P W	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.8.3a</p> <ul style="list-style-type: none"> Organizes and presents ideas through use of: <ul style="list-style-type: none"> introduction thesis statement body paragraphs conclusion <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3b</p> <p>c. 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. W.8.3c</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.. W.8.3d</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W.8.3e</p>	<p>• See instructional strategy list in the introduction</p> <ul style="list-style-type: none"> Jig sawing activity Storyboard After reading a novel or short story, have students create a class storyboard of the important events on a white board. They can then break into three groups, one for the beginning, one for the middle and one for the end of the story, in order to write dialogue and stage directions for each cell in the storyboard. The teacher will lead the students into revising their segments so that there is a clear connection among the events, and so that the dialogue and stage directions are true to the original characters and plot. 	<p>• See resource list in the introduction</p> <ul style="list-style-type: none"> McDougal Littell Literature, Grade 8 Write Source Grade 8 www.prometheanplanet.com Criterion Writing Evaluation (https://criterion.ets.org/) Writing Mini-Lessons for Upper Grades by Cunningham, Patricia, Hall, Dorothy P. & Arens, Amanda B. Four Blocks, Carson-Dellosa Publishing Company, New York, NY, 2003. This book provides examples of interactive lessons for students. Common Core Standards (http://www.corestandards.org/ Appendix C p.52 grade 8) 	<p>• See assessment list in the introduction</p> <p>Required</p> <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative <p>• Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Cause and effect Compare/contrast Memoir RAFT Rubrics/checklists – narrative writing

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • Use narrative techniques: dialogue, pacing, description, events and/or characters • Use a variety of transitional words and phrases to convey sequence from one time frame or setting to another • Understand story plot line: exposition, rising action, climax, falling action, and resolution • Use literary devices • Use narrative organization textual structure <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Who are the main and minor characters in the story? • Who is the narrator? How does the author introduce the narrator? • Where does the author establish his/her point of view? • What event/events reveal the problem in the story? • Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating? • Who are the protagonist and the antagonist of the story? How do they affect the action and resolution? <p><u>PARCC Evidence</u></p> <ul style="list-style-type: none"> • Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. • Organization The student response demonstrates purposeful coherence, clarity, and cohesion¹ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. • Clarity of Language The student response establishes and maintains an effective style, while attending to the norms 	<p>ODE</p>	<ul style="list-style-type: none"> • <i>In the Middle: New Understanding about Writing, Reading, and Learning by Atwell, Nanci.</i> Boynton/Cook Publishers, Inc, Portsmouth, NH, 1997. This book is a classic text resource with middle school focus with "seventy percent new material included." • Research, grammar http://owl.english.purdue.edu • Write <i>Source</i> Text (http://thewritesource.com/) • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Short, short stories

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.</p> <ul style="list-style-type: none"> • Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. PARCC Evidence 			
WRITING (W)		<p>Students</p> <p>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.)</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • Who is your audience? How will this affect your writing? • What will you use to organize your thoughts before you begin writing? • What transitions will you use within and between paragraphs to help the reader? • Will your writing include a thesis statement? • Does your conclusion refer to the thesis statement for continued cohesion? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Understands and uses 6-Traits of Writing <ul style="list-style-type: none"> ○ conventions ○ ideas ○ organization ○ presentations ○ sentence fluency ○ voice ○ word choice • Understand <ul style="list-style-type: none"> ○ the writing process ○ purpose for writing ○ audience ○ how to organize ideas and use transition to create cohesion among characters and ideas <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • audience • organizational patterns • transitions • thesis statement • cite • conclusion • editing • literary devices • organization • planning • purpose • revising • rewriting • sentence variety <p>Literature/Informational</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • Big 6 • Board Games • <i>In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words and precise instructions as to how to play the game. Teachers can check the clarity of writing by having students play each other's games and point out things that are unclear or inconsistent.</i> ODE • Revising for the 6-Traits of Writing • RAFT <i>Students use a customized Role, Audience, Format, Topic (RAFT) Organizer at the inception of the task. Students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.</i> ODE • Scoring writing samples • Writer's Workshop <i>Use writing workshops that begin with mini-lessons on purpose and audience in writing.</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 8</i> • <i>Write Source Grade 8</i> • www.prometheanplanet.com • <i>Write Traits Student Traits Book</i> • Big 6 Research Strategies (http://www.crlsresearchguide.org/Big_Six_Steps.asp) • www.classzone.com • Criterion Writing Evaluation (https://criterion.ets.org/) • <i>Sentence Composing for Elementary School</i>, Kilgallon • Research, grammar (http://owl.english.purdue.edu) • <i>Write Source Text</i> (http://thewritesource.com/) • Writing samples • 6 Traits Rubrics for Write Trait series • www.easybib.com • www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer- 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Rubrics/checklists

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS		
	P W	<ul style="list-style-type: none"> Organize well-crafted paragraphs <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization Clarity of Language Knowledge of Language and Conventions <p style="text-align: center;"><u>PARCC Evidence</u></p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> How could you change the first paragraph to engage the reader? How could you change your thesis statement to better convey what you will be writing? How could you rearrange the sentences in this paragraph to exclude unnecessary information? How could you rearrange and include more sentences to make the paragraph more interesting? Is your conclusion strong, and does it reflect your writing? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the <ul style="list-style-type: none"> importance of editing and revision importance of rewriting purpose for writing use of sentence variety use of various literary devices Support peers in the revision process Edit and revise <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization Clarity of Language </td> <td style="vertical-align: top;"> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> audience organizational patterns transitions thesis statement cite conclusion editing literary devices organization planning purpose revising rewriting sentence variety <p>Literature/Informational</p> </td> </tr> </table>	<p>Guiding Question(s)</p> <ul style="list-style-type: none"> How could you change the first paragraph to engage the reader? How could you change your thesis statement to better convey what you will be writing? How could you rearrange the sentences in this paragraph to exclude unnecessary information? How could you rearrange and include more sentences to make the paragraph more interesting? Is your conclusion strong, and does it reflect your writing? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the <ul style="list-style-type: none"> importance of editing and revision importance of rewriting purpose for writing use of sentence variety use of various literary devices Support peers in the revision process Edit and revise <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization Clarity of Language 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> audience organizational patterns transitions thesis statement cite conclusion editing literary devices organization planning purpose revising rewriting sentence variety <p>Literature/Informational</p>	<p><i>Break students into peer-editing groups in which students read their papers to the group while group members evaluate each paper using a response rubric. Students should change peer-editing groups often in order to get other perspectives. The teacher should circulate among the groups providing assistance and guidance as needed.</i> ODE</p>	<p>30232.html. (editing checklist)</p> <ul style="list-style-type: none"> www.writingfix.com Diverse Learners: www.cast.org 	
<p>Guiding Question(s)</p> <ul style="list-style-type: none"> How could you change the first paragraph to engage the reader? How could you change your thesis statement to better convey what you will be writing? How could you rearrange the sentences in this paragraph to exclude unnecessary information? How could you rearrange and include more sentences to make the paragraph more interesting? Is your conclusion strong, and does it reflect your writing? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Evaluate the <ul style="list-style-type: none"> importance of editing and revision importance of rewriting purpose for writing use of sentence variety use of various literary devices Support peers in the revision process Edit and revise <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> Development of Ideas Organization Clarity of Language 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> audience organizational patterns transitions thesis statement cite conclusion editing literary devices organization planning purpose revising rewriting sentence variety <p>Literature/Informational</p>						

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS		
	<p>P W</p>	<ul style="list-style-type: none"> • Knowledge of Language and Conventions <u>PARCC Evidence</u> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • Did you format your information using MLA? • Did you use a data base in your search for information? • What software did you use to create this document? • How can you include a link to resources within your document? • Did you use reputable search engines to research your material? • What programs are available for you to check your spelling and language conventions? • Did you cite your work? • Who did you collaborate with on-line? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Format writing • Use databases • Use key words to locate information on the internet • Know how to site a variety of sources • Understand various computer programs such as Word, PowerPoint, Excel, and Publisher) • Know how to format and design page layouts • Understand how to embed links into a document <p><u>PARCC Evidence</u> See above for specifics</p> <ul style="list-style-type: none"> • Development of Ideas • Organization • Clarity of Language • Knowledge of Language and Conventions <u>PARCC Evidence</u> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • .edu • .gov • .org • cite • collaborate • data bases • link enlace • MLA format • produce • publish • resources • software • technology • URL <p><u>Literature/Informational</u></p> </td> </tr> </table>	<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • Did you format your information using MLA? • Did you use a data base in your search for information? • What software did you use to create this document? • How can you include a link to resources within your document? • Did you use reputable search engines to research your material? • What programs are available for you to check your spelling and language conventions? • Did you cite your work? • Who did you collaborate with on-line? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Format writing • Use databases • Use key words to locate information on the internet • Know how to site a variety of sources • Understand various computer programs such as Word, PowerPoint, Excel, and Publisher) • Know how to format and design page layouts • Understand how to embed links into a document <p><u>PARCC Evidence</u> See above for specifics</p> <ul style="list-style-type: none"> • Development of Ideas • Organization • Clarity of Language • Knowledge of Language and Conventions <u>PARCC Evidence</u> 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • .edu • .gov • .org • cite • collaborate • data bases • link enlace • MLA format • produce • publish • resources • software • technology • URL <p><u>Literature/Informational</u></p>			
<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • Did you format your information using MLA? • Did you use a data base in your search for information? • What software did you use to create this document? • How can you include a link to resources within your document? • Did you use reputable search engines to research your material? • What programs are available for you to check your spelling and language conventions? • Did you cite your work? • Who did you collaborate with on-line? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Format writing • Use databases • Use key words to locate information on the internet • Know how to site a variety of sources • Understand various computer programs such as Word, PowerPoint, Excel, and Publisher) • Know how to format and design page layouts • Understand how to embed links into a document <p><u>PARCC Evidence</u> See above for specifics</p> <ul style="list-style-type: none"> • Development of Ideas • Organization • Clarity of Language • Knowledge of Language and Conventions <u>PARCC Evidence</u> 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • .edu • .gov • .org • cite • collaborate • data bases • link enlace • MLA format • produce • publish • resources • software • technology • URL <p><u>Literature/Informational</u></p>						

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Curriculum Writers: David Gauvin and Leah Latimer

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
	P W	<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How do you know the information is credible? • How do you know the source is credible? • What format did you use when citing sources for your bibliography? • How did you site a digital source? • Once you read the data, what did you do to summarize the information for easier readability? <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Gather applicable information from digital sources • Gather applicable information from printed sources • Assess credible sources • Quote/paraphrase information with plagiarizing • Create a bibliography using a standard format for citation • Create a bibliography/citation page <p><u>PARCC Evidence</u> See above for specifics</p> <ul style="list-style-type: none"> • Development of Ideas • Organization • Clarity of Language • Knowledge of Language and Conventions <p style="padding-left: 20px;"><u>PARCC Evidence</u></p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">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”). W.8.9a</p> <p style="padding-left: 20px;">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”). W.8.9b</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How does the author’s portrayal compare to the 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • .edu • .gov • .org • bibliography • citation page • credible source • data • database • digital • digital source • format <p><u>Literature/Informational</u></p>	<p><i>adds credibility. ODE</i></p>	
		<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • evidence 			

ENGLISH LANGUAGE ARTS CURRICULUM Grade 8

Curriculum Writers: David Gauvin and Leah Latimer

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>historical accounts of the character or event?</p> <ul style="list-style-type: none"> • What evidence did you find to be factual? Fictional? • What evidence do you have to support the author's argument/claim that _____? • Was the author objective in his/her portrayal of the character? • Did the author indicate any bias of the history portrayal? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Analyze historical fiction • Analyze information, draw evidence and support analysis of the information • Compare and contrast fictional portrayal of time, place, or character and historical account of the same period • Evaluate the authors use of fiction to use or alter history • Evaluate specific claims and evidence of a historical fictional text <p>PARCC Evidence See above for specifics</p> <ul style="list-style-type: none"> • Development of Ideas • Organization • Clarity of Language • Knowledge of Language and Conventions 	<ul style="list-style-type: none"> • historical account • author's portrayal • factual • fictional • support claims • objective • bias • anachronism • allusion <p style="text-align: center;"><u>Literature/Informational</u></p>		
WRITING (W)		<p>Students</p> <p>W.8.10 Write routinely over Extended response time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the purpose of this task? • What is the time frame of the task? • Who is the audience? What steps will you take to complete the task? • What was the purpose for writing? • Will your style be formal? Informal? Why? • How could this sentence be revised? • Is the thesis statement supported by evidence that can be traced throughout the writing? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • audience • extended • journaling • purpose • reflection • research • revision • time frame • time management 	<p style="text-align: center;">TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • <i>Classroom Instruction That Works</i> <ul style="list-style-type: none"> ◦ <i>Identifying similarities and differences</i> ◦ <i>Summarizing and notetaking</i> • Guided writing • Post-Reading Writing <i>Have students alter a major moment in history and write about how this would have changed the book they just read.</i> 	<p style="text-align: center;">RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • <i>McDougal Littell Literature, Grade 8</i> • <i>Write Source Grade 8</i> • www.prometheanplanet.com • http://educationnorthwest.org/traits. The 6+1 Trait® Writing website gives a common language for teachers and students to communicate about 	<p style="text-align: center;">ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction)
Range of Writing	P W				

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Essential Knowledge</p> <ul style="list-style-type: none"> Determine purpose and audience Understand the writing process Plan and self-monitor when writing Use research skills Engage in reflective writing Use revision strategies <p style="text-align: right;">Literature/Informational</p>	<p><i>What are the considerations? What are the consequences? How would it change characters/theme/plot?</i> ODE</p> <ul style="list-style-type: none"> RAISE RAFT Research Allusions <i>Taking a section of the text, write a list of allusions and have students research them. This should deepen students' awareness of the time period and the more significant meanings to the plot/setting/theme/characters.</i> ODE Student models 	<p>the characteristics of writing. It focuses on the six traits of writing and establishes a clear vision of what good writing looks like.</p> <ul style="list-style-type: none"> www.Readwritethink.org, "Giving Voice to Child Laborers through Monologues" lesson has students write in the voice of someone involved in the debate over child labor in England www.thinkfinity.org Diverse Learners: www.cast.org 	
<p>SPEAKING AND LISTENING (SL)</p> <p>Comprehension and Collaboration</p>		<p>Students</p> <p>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.</p> <p>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.8.1a</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.8.1b</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1c</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.8.1d</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> What preparation or research have you done in order to fully participate in the discussion? <p style="text-align: right;">Academic Vocabulary</p> <ul style="list-style-type: none"> acknowledge collaboration 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategy list in the introduction Accountable Talk Carousel <i>The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions and insights on each chart paper. After completion of the carousel, a full-class discussion is held about comments from each chart.</i> ODE Cubing Strategy <i>Students will address statements regarding nonfictional or fictional text using the Cubing Strategy. Teachers will create</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction McDougal Littell <i>Literature, Grade 8</i> Write Source Grade 8 www.prometheanplanet.com CNN Student News Historical speeches, e.g. "Gettysburg Address" "I Have a Dream" Upfront Magazine Literature Circles (http://www.litcircles.org/) Oral Presentation (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=CAD9D224-E459-41E3-BFB2-83AE0767DAD4&blnFromSearch=1&productcode=US Reader's Handbook pp. 112- 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction Required <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative Suggested (see list in the introduction) <ul style="list-style-type: none"> Blog entry Debate Glog Photo story Podcast Power point

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		<ul style="list-style-type: none"> • Have you thought about the information or learning you will share? • What progress has been made as a result of the discussion? • How are you keeping track of the progress you are making? • How will you make sure that you are all working together collaboratively? • What role do you play in the discussion? Does it require any specific actions? • How does the information presented connect with other information? • How has the new information affected your own views? • Has the information or evidence you heard caused a change in your thinking? <p style="text-align: center;"><u>Literature/Informational</u></p> <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Evaluate the rules for having and a conversation with different partners • Read and study material prior to participating in group discussions • Monitor progress so that deadlines can be met • Pose questions that connect to the topic/ideas • Respond appropriately with evidence, observations and ideas relevant to the topic • Question and reflect on discussions • Acknowledge the contributions of others • Modify opinions based on new information or evidence <p>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.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • How does the speaker use media? • What is the effect of using visual formats to deliver the information? • What is the motive of the presentation? • Given the speaker’s motive, was the use of diverse media effective? • Do you think the speaker’s motives were political or social? 	<p><i>three sets of cubes with the following levels of thinking on each side: Compare it, Associate it, Analyze it, Apply it, Argue for it, and Argue against it. Students will be grouped in readiness levels and take turns rolling the die to address the given statement using what the die tells them to do. The statements may vary to challenge the different readiness groups, i.e., Students who play sports get good grades. ODE</i></p> <ul style="list-style-type: none"> • Fishbowl • Literature Circles • Reader’s Workshop • Socratic Seminar 	<p>115</p> <ul style="list-style-type: none"> • Reader’s Workshop (http://www.readersworkshop.org/) • Socratic Seminars (http://www.nwabr.org/education/pdfs/PRIMER/PrimerPices/SocSem.pdf) • Strategies for Group Discussions (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=097A53BF-FCB2-40D8-86DA-1F51E72A5D10&blnFromSearch=1&productcode=US • Strategies for Public Speaking (video): http://player.discoveryeducation.com/index.cfm?guidAssetId=DF7546FC-B4A3-4F7D-91D5-355327340DC2&blnFromSearch=1&productcode=US • www.discoveryeducational.com • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Project presentation

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		<ul style="list-style-type: none"> • Would you have chosen a different format to present this information? • What did you considered in your analysis of the speaker’s motive and how he presented the information? <p style="text-align: right;"><u>Literature/Informational</u></p> <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Analyze why information is being presented using a particular format or media • Evaluate the motive of the presenter <p>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.</p> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • Is the speaker’s argument valid? Why or why not? • Is the speaker’s argument reasonable and based on logic? • Were you able to follow the speaker’s reasoning? • Which claims were supported by the speaker? Which claims were unsupported? • Can you find an example of a claim the speaker made that was not supported by evidence? • How sound would you say this presentation is? <p><u>Essential Knowledge and skills/PARCC Evidence</u></p> <ul style="list-style-type: none"> • Identify the arguments and claims made • Analyze and determine whether the speaker’s claims are sound and logical • Determine whether the speaker has used sufficient evidence to support the claims and arguments • Know when evidence cited is irrelevant to the topic or claim <p style="text-align: right;"><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • appropriate • argument • claims • delineate • point of view • proficiency • reasoning • relevance/pertinence • rhetoric • sound • speaker • supported • unsupported • validity <p style="text-align: right;"><u>Literature/Informational</u></p>			
<p>SPEAKING AND LISTENING (SL)</p> <p>Presentation of Knowledge and Ideas</p>		<p>Students</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction

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		<p>chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the prompt? (argument, narrative, informative, response to literature) • How you will plan your presentation? • What is your thesis? • What evidence did you produce to support the thesis? • How will you conclude your presentation to make your claim stronger? • Where could you add more evidence to support your claim? • When you present your claim, is there cohesion from the beginning though the end? • What points will you emphasize? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • argument • claim • cohesion • emphasize • evidence • information • narrative • presentation • prompt • response to literature • thesis <p>Literature/Informational</p> <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Plan and deliver a presentation • Distinguish between a claim and a finding • Use the structure for a narrative presentation • Establish a context and viewpoint • Present events in a logical sequence • Sequence ideas logically • Use techniques such as dialogue, pacing, description and sensory language when presenting information • Speak with adequate volume and clear pronunciation • Provide a conclusion based on experience <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • What is the message or information you want to convey to your audience? • What digital media did you use to enhance your presentation? • How did the use of this technology help convey your presentation’s message to your audience? • What could you do to keep your presentation focused on your subject matter? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • clarify • components • data • digital media • message • multimedia • presentation • technology 	<ul style="list-style-type: none"> • Demonstration/Peer Review <i>Have students write and present a demonstration while their peers evaluate based on a rubric. This should allow students a chance to see how others see their speaking skills and identify which areas they need to improve.</i> ODE • Living Museums <i>Students present exhibits portraying characters and artifacts as they would have existed during a given time period.</i> ODE 	<ul style="list-style-type: none"> • McDougal Littell <i>Literature, Grade 8</i> • Write Source Grade 8 • www.prometheanplanet.com • Diverse Learners: www.cast.org • See Resource list in the introduction 	<p>Required</p> <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Blog entry • Debate • Glog • Photo story • Podcast • Power point • Project presentation

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		<ul style="list-style-type: none"> • What other technology can you use to help clarify your presentation? • Is your presentation overly dependent on the multimedia and/or visual display? <p style="text-align: right;">• visual displays</p> <p style="text-align: center;"><u>Literature/Informational</u></p> <p><u>Essential Knowledge and skills/ PARCC Evidence</u></p> <ul style="list-style-type: none"> • Use multimedia components to enhance presentation such as video cameras, projectors, PowerPoint presentations and document cameras • Select appropriate multimedia components that have clear meaning to the presentation • Add sound, images, music, and graphics to enhance the presentation <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What is the purpose of the speech? • Who is your audience, and how will your audience affect your vocabulary? • Will you use formal or informal language? Why? • What will you do to emphasize the main points of your speech? • Will you allow time for questions and answers after you have concluded your speech? • Will you be prepared to use appropriate language to answer questions in an appropriate manner? • Is there any vocabulary you can change to make your presentation more effective? </td> <td style="vertical-align: top;"> <p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • affect • appropriate language • emphasize • formal • informal • presentation • purpose • vocabulary <p style="text-align: center;"><u>Literature/Informational</u></p> </td> </tr> </table> <p><u>Essential Knowledge and skills</u></p> <ul style="list-style-type: none"> • Identify your audience • Understand the difference between formal and informal language • Identify the task or purpose of your speech • Use content appropriate vocabulary • Enunciate and speak at appropriate volume and pace 	<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What is the purpose of the speech? • Who is your audience, and how will your audience affect your vocabulary? • Will you use formal or informal language? Why? • What will you do to emphasize the main points of your speech? • Will you allow time for questions and answers after you have concluded your speech? • Will you be prepared to use appropriate language to answer questions in an appropriate manner? • Is there any vocabulary you can change to make your presentation more effective? 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • affect • appropriate language • emphasize • formal • informal • presentation • purpose • vocabulary <p style="text-align: center;"><u>Literature/Informational</u></p>			
<p><u>Guiding Question(s)</u></p> <ul style="list-style-type: none"> • What is the purpose of the speech? • Who is your audience, and how will your audience affect your vocabulary? • Will you use formal or informal language? Why? • What will you do to emphasize the main points of your speech? • Will you allow time for questions and answers after you have concluded your speech? • Will you be prepared to use appropriate language to answer questions in an appropriate manner? • Is there any vocabulary you can change to make your presentation more effective? 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • affect • appropriate language • emphasize • formal • informal • presentation • purpose • vocabulary <p style="text-align: center;"><u>Literature/Informational</u></p>						

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>LANGUAGE (L)</p> <p>Conventions of Standards English</p>		<p>Students</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. L.8.1a</p> <ul style="list-style-type: none"> • <i>Grammar Guide</i> http://grammar.ccc.commnet.edu/grammar/ • <i>Info:</i> http://grammar.ccc.commnet.edu/grammar/clauses.htm • <i>Worksheets:</i> http://www.ereadingworksheets.com/free-grammar-worksheets/clauses-and-phrases.pdf • <i>Media:</i> http://player.discoveryeducation.com/index.cfm?guidAssetId=8C0EFFA0-713D-49BF-93CE-BE0311FB573A&blnFromSearch=1&productcode=US http://player.discoveryeducation.com/index.cfm?guidAssetId=DA885A60-85E6-44DD-8FBF-5B43F3BEF9E2&blnFromSearch=1&productcode=US • http://owl.english.purdue.edu • <i>Verbals Info</i> (http://www.towson.edu/ows/verbals.html) http://www.grammaruntied.com/verbals/verbals.html <p><i>Media:</i> http://player.discoveryeducation.com/index.cfm?guidAssetId=DFB3A465-E9D3-4C8A-8836-FDDB8C1B4F9C&blnFromSearch=1&productcode=US http://player.discoveryeducation.com/index.cfm?guidAssetId=1A5F56A1-9733-4C82-8AA9-C7C294AD6BF2&blnFromSearch=1&productcode=US</p> <p>b. Form and use verbs in the active and passive voice. L.8.1b</p> <ul style="list-style-type: none"> • <i>Info:</i> http://www.eslbee.com/sentences.htm • <i>Worksheets:</i> http://www.ereadingworksheets.com/free-grammar-worksheets/creating-compound-sentences.pdf http://www.ereadingworksheets.com/free-grammar-worksheets/creating-complex-sentences.pdf • <i>Media:</i> http://player.discoveryeducation.com/index.cfm?guidAssetId=77F68782-01F0-437F-8475-52085F5DB2FA&blnFromSearch=1&productcode=US http://player.discoveryeducation.com/index.cfm?guidAssetId=FB982CA8-D981-43B4-AF99-82301823E619&blnFromSearch=1&productcode=US • http://owl.english.purdue.edu <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* L.7.1c</p> <ul style="list-style-type: none"> • <i>Info:</i> http://owl.english.purdue.edu/owl/resource/597/1/ 	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • Café grouping • Classroom Instruction That Works <ul style="list-style-type: none"> ○ <i>Homework and practice</i> ○ <i>Cues, questions and advance organizers</i> ○ <i>Advance organizers</i> • Daily mugs • Frequently misspelled word list • Sentence Combining <i>Use sentence-combining techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions or punctuation. Follow with a worksheet that students develop to demonstrate their mastery.</i> ODE 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • McDougal Littell Literature, Grade 8 • <i>Write Source Grade 8</i> • www.prometheanplanet.com • Holt Handbook <ul style="list-style-type: none"> ○ Gerunds pp. 106-107 ○ Infinitives pp. 109-110 ○ Participles pp.102-103 • Write Source <ul style="list-style-type: none"> ○ pp. 161-162 • Write Source Skills <ul style="list-style-type: none"> ○ pp. 87-88 ○ pp. 5-18 commas ○ p. 36 dashes • Write Source Text <ul style="list-style-type: none"> ○ p. 614 ellipse ○ p. 612 • Write Traits <ul style="list-style-type: none"> ○ pp. 118 #26.1 • Sample texts • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Graphic organizers • Mugs checklist • Peer editing • Rubrics/checklists • Use in context • Word games

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>Worksheets: http://www.grammarworksheets.com/worksheets/dangling-modifier.php Media: http://languagearts.pppst.com/dangling-participles.html</p> <ul style="list-style-type: none"> http://owl.english.purdue.edu <p>d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.7.1d</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting? How can you change this verb to make your writing more exact? This sentence is written in passive voice; how can you change it to active voice? What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> active voice conditional mood edit exact imperative mood interrogative mood indicative mood passive voice subjunctive mood verb mood verb tone <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Comprehend the use of gerunds, participles, and infinitives Differentiate between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns) Correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. Demonstrate a command of conventions when writing and/or speaking Use modifiers clearly and correctly <p>Literature/Informational</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2a</p> <p>b. Use an ellipsis to indicate an omission. L.8.2b</p> <p>c. Spell correctly. L.8.2c</p> <p>Guiding Question(s)</p> <p>Academic Vocabulary</p>			

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<ul style="list-style-type: none"> What would be a homophone for this word? How can you use punctuation and/or transition words to combine ideas? How can punctuation be used to show omission? Can punctuation be used to show the passage of time? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Use proper English conventions for a brief pause in a sentence(including comma, ellipsis, and dash) Understand homophones 	<ul style="list-style-type: none"> homophone comma coma ellipsis dash omission pause <p style="text-align: center;">Literature/Informational</p>			
<p>LANGUAGE (L)</p> <p>Knowledge of Language</p>		<p>Students</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3</p> <p>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). L.8.3a</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> When is passive voice appropriate? When is active voice appropriate? What should you do to this sentence to express active voice? Which sentences in this paragraph are written in passive voice: which express active voice? Which sentences should you change to make all the sentences uniform? The mood of this sentence is conditional, how can you change some words to make it indicative? Why is it important to write in the same voice? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Understand active and passive voice Understand conditional and subjunctive moods 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> active voice conditional mood indicative mood mood passive voice uniform voice <p style="text-align: center;">Literature/Informational</p>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> See instructional strategy list in the introduction Expert models Model nonlinguistic representations Technology translation <i>Have students take a paragraph from a text and change it to a text message they would send – this helps students identify the main ideas and points, precisely and concisely conveying that information. Students also can change a text message to a paragraph to expand on ideas and practice sentence complexity and language choice.</i> <p>Word choice lessons</p>	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See resource list in the introduction McDougal Littell Literature, Grade 8 Write <i>Source Grade 8</i> www.prometheanplanet.com Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> See assessment list in the introduction <p>Required</p> <ul style="list-style-type: none"> Common task/unit Constructed response Extended response Formative Summative <p>Suggested (see list in the introduction)</p>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>LANGUAGE (L)</p> <p>Vocabulary Acquisition and Use</p>	<p>P</p> <p>L</p>	<p>Students</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade8 reading and content, choosing flexibly from a range of strategies.</p> <p>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.8.4a</p> <ul style="list-style-type: none"> o <i>Write Source</i>, p. 562-563 <p>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.8.4b</p> <ul style="list-style-type: none"> o <i>Write Source</i>, p. 562, 564-565, 610, 565 <ul style="list-style-type: none"> ▪ (http://www.asdk12.org/middlelink/LA/vocabulary/forums/Greek_Latin_Roots.pdf) ▪ (https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm) ▪ Root Words and Affixes (lesson plan/ website): http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html?tab=3#tabs <p>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.8.4c</p> <ul style="list-style-type: none"> o <i>Write Source</i>, pp. 372-373 <p>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.7.4d</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • When you come to a word you don’t understand, you should _____? • What is the main idea of this sentence? Does it help you understand the word? • Do you see a word that is similar or opposite of the word you don’t understand that can help you with the meaning? • Look at this affix, what does it mean? What does the whole word mean? • What is the root meaning? How does that help you identify the word? • Look in your thesaurus. Now, what does this word mean? </div> <div style="width: 45%;"> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • affix • context clues • dictionary • Greek affix • Latin affix • opposite • similar • thesaurus <p>Literature/Informational</p> </div> </div>	<p>TEACHER NOTES</p> <ul style="list-style-type: none"> • See instructional strategy list in the introduction • <i>Classroom Instruction That Works</i> <ul style="list-style-type: none"> o Building academic vocabulary o Non-linguistic representation • Model nonlinguistic representations • Pictionary • Word charades • Word of the Week • Word Mountains <i>Students give the root word at the “top of the mountain.” Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Students then produce a sentence for each of the words (roots).</i> oDE • Word Walls 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See resource list in the introduction • McDougal Littell Literature, Grade 8 • <i>Write Source Grade 8</i> • www.prometheanplanet.com • <i>McDougal Littell Literature, Grade 8</i> <ul style="list-style-type: none"> o Standards Lesson 8 o Vocabulary and Spelling • <i>Write Source</i> • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <ul style="list-style-type: none"> • See assessment list in the introduction • Required <ul style="list-style-type: none"> • Common task/unit • Constructed response • Extended response • Formative • Summative • Suggested (see list in the introduction) <ul style="list-style-type: none"> • Non-linguistic representation • Word of the week • Word mountains • Word walls Pictionary charades

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	P L	<ul style="list-style-type: none"> • Reread the sentence. Which words nearby will help you understand the meaning of the word? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> • Identify and analyze textual clues in a sentence (similar, opposite, explanation) • Recognize Greek and Latin affix and roots and their clues to meaning • Use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital • Examine context clues for word meaning <p>PARCC Evidence</p> <ul style="list-style-type: none"> • Demonstrates the ability to 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. (1) <p>PARCC Evidence</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context. L.8.5a</p> <ul style="list-style-type: none"> ○ <i>Write Source</i>, irony p. 558, puns p. 559 ○ <i>McDougal Littell Literature, Grade 8</i> <ul style="list-style-type: none"> ▪ Standards Lesson File, pp. 17-25, use of analogies <p>b. Use the relationship between particular words to better understand each of the words. L.8.5b</p> <ul style="list-style-type: none"> ○ <i>McDougal Littell Literature, Grade 8</i> <ul style="list-style-type: none"> ▪ Standards Lesson File, pp. 17-25, use of analogies <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). L.8.5c</p> <ul style="list-style-type: none"> ○ <i>McDougal Littell Literature, Grade 8</i> <ul style="list-style-type: none"> ▪ Standards Lesson File, pp. 17-25, use of analogies <p>Guiding Question(s)</p> <ul style="list-style-type: none"> • Can you change this sentence and use a metaphor or a simile to help create image? • This would be a good place to use irony. What can you change to add irony to add humor to this sentence? <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analogy • connotation • convey/transmit • denotation • figurative language 			

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		<ul style="list-style-type: none"> This sentence is written literally; change it to an analogy to convey your idea. Write this sentence using denotation and then using a connotation; which would be better than the current sentence? What mood <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Identify and analyze figurative language (simile, metaphor personification, pun, irony) and analogies (synonyms, antonyms, cause/effect, part/whole, item/category, item/use/item/place) Identify and assess denotation and connotations <p>PARCC Evidence</p> <ul style="list-style-type: none"> Demonstrates the ability to determine the connotations (associations)of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). (1) PARCC Evidence Demonstrates the ability to interpret figures of speech in context. (2) PARCC Evidence Demonstrates the ability to determine the relationship between particular words. (3) PARCC Evidence 	<ul style="list-style-type: none"> irony literally metaphor personification pun simile <p style="text-align: center;">Literature/Informational</p>		
	P L	<p>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.</p> <p>Guiding Question(s)</p> <ul style="list-style-type: none"> Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word? What words should you replace in this text to show academic understanding of your topic? Why is this important? What will you look for if you want to improve your domain- specific vocabulary in science? <p>Essential Knowledge and skills</p> <ul style="list-style-type: none"> Recognize and utilize academic words (i.e. analyze, contrast, predict, and confirm), 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> academic word convey/transmit domain-specific word <p style="text-align: center;">Literature/Informational</p>		

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		<p>domain-specific words (i.e. Science - cell, gene, and gravity; Social Studies – alliance, legislature, and commerce.) and grade-appropriate vocabulary</p> <p>PARCC Evidence</p> <ul style="list-style-type: none"> Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1) PARCC Evidence 			