ELA COMMON CORE CURRICULUM UNIT #4 GRADE 8
North Smithfield School Department

TITLE OF UNIT #4   **GRADE:**   **English**

DUE: _____   **LENGTH OF TIME: s**everal weeks, quarter, semester

OVERVIEW OF UNIT:

During this unit, students will be answering the Big Question: "How can the actions of one/a small group inspire change?" Students will read an extended literary text that will be supplemented by informational texts. They will also compare the novel to a film. Students will meet a variety of Common Core reading, writing, speaking and listening, and language standards during this unit. They will perform Socratic Seminars, write constructed and extended responses, use graphic organizers, define vocabulary (roots, prefixes, suffixes,)punctuation, spelling, and usage. Students will read, study, and discuss *Catching Fire* by Suzanne Collins as their extended piece of literary text.

> **ESSENTIAL QUESTION**
>
> *How can the actions of one/a small group inspire change?*

STANDARDS: Common Core ELA Standards

Reading RL/R.I 1-10 Literature & Informational	Writing W. 1-10	Speaking & Listening SL. 1-6	Language L. 1-6
☐ Key Ideas and Details	☐ Text Types and Purposes	☐ Comprehension and Collaboration	☐ Knowledge of Language
☐ Craft and Structure	☐ Production and Distribution	☐ Presentation of Knowledge and Ideas	☐ Vocabulary Acquisition Use
☐ Integration of Knowledge	☐ Research to Build and Present Knowledge		
☐ Range of Reading	☐ Range of Writing		

FOCUS ELA STANDARDS:

Reading Literary and Informational
- Cite textural evidence, draw inferences RL and RI 8.1
- Determine a theme or central ideas and analyze   RL and RI 8.2
- Connections between elements, people and ideas   RL and RI 8.3
- Meaning of words and phrases   RL and RI 8.4
- Structure /organization of text RI.8.5
- Point of view RI 8.6
- Film or productions stays faithful to text   RL.8.7
- Modern work of fiction draws on themes, patterns of events or characters from myths, traditional stories, Bible, etc. RL.8.9
- Read and comprehend   RL 8.10

Writing
- Argument W.8.1
- Clear and coherent writing W.8.4
- Strengthen writing W.8.5
- Technology to produce writing W.8.6
- Short research W.8.7
- Gather information W.8.8
- Write routinely   W.8.10

Speaking and Listening
- Collaborative discussion SL.8.1
- Purpose of information in media SL.8.2
- Speaker's argument SL.8.3
-

Language
- Command of conventions, phrases and clauses L.8.1
- Command of standard English capitalization, punctuation, spelling L.8.2
- Meaning of unknown and multiple meaning words L.8.4
- Figurative language, word relationships, nuances L.8.5
- Grade-appropriate academic and domain specific words L.8.6

Applied Learning Standards:

problem solving	communication	critical thinking	research	reflection/ evaluation

ENDURING UNDERSTANDING:
Students will analyze the role of citizens within a society as well as recognize how over reaching governments affect the freedoms of individuals.

PRIOR KNOWLEDGE:
Students will need to have mastered the concepts in the novel The Hunger Games:
- Characters
- Plot
- Setting
- Theme
- Conflicts

ELA COMMON CORE CURRICULUM UNIT #4 GRADE 8
North Smithfield School Department

Students will need to understand the ideas of governmental oppression and be introduced to several reasons why societies might consider rebellion their last option.

STUDENT OBJECTIVES
- Students will analyze the use of literary devices in a novel (ex. How does setting impact the story/characters/theme?)
- Students will identify and evaluate characteristics of a novel
- Students will analyze the techniques an author uses to establish his/her characters.
- Students will be able to identify and understand the significance of symbolism as used in an extended text.
- Students will be able to make comparisons between a novel and a film.
- Students will examine the strength of the human spirit in the face of oppression
- Students will draw connections between the novel and current oppressive governments

STUDENT NEW KNOWLEDGE
RL.8.1   Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

Guiding Question(s)
- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that.
- What evidence (textual or informational) most strongly supports your analysis?

Essential Knowledge and skills
- Analyze the text
- Cite evidence
- Draw inferences
- Support inference using several pieces from the text
- Critique evidence to best support

PARCC Evidence
- 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**

Academic Vocabulary
- analyze
- cite
- conclude
- explicit
- inference
- textual evidence

Literature/Informational
For example:
- *"Raymond's Run" (Essential Question: What is reality?)*
- *Tell Tale Heart " (Essential Question: What is reality?)*

RL.8.2   Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Guiding Question(s)
- What is the theme or central idea?
- Cite evidence from the text to support your determination of the theme/central idea.
- An example of how the theme develops/recurs in the text is_____.
- How can you objectively summarize the text?
- How does the development of character, setting, and/ or plot contribute to the central theme or idea?

Essential Knowledge and skills
- 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

PARCC Evidence
- 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**

Academic Vocabulary
- analyze
- central idea
- cite evidence
- determine
- objective
- summarize
- theme

Literature/Informational
For example:
- *"Flowers for Algernon" (Essential Question: What is reality?)*
- *A Break with Charity (Essential Question: What is reality?)*

- Provides an objective summary of a text. (4) **PARCC Evidence**

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

Guiding Question(s)
- 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?

Essential Knowledge and skills
- Understand causal relationship of dialogue and/or events on plot development
- Analyze character traits or aspects

PARCC Evidence
- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **propel the action.** (1) **PARCC Evidence**
- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **provoke a decision.** (2) **PARCC Evidence**
- Provides an analysis of how particular lines of dialogue or incidents in a story or drama **reveal aspects of a character.** (3) **PARCC Evidence**

Academic Vocabulary
- aspect
- dialogue
- incident
- motivation
- propel
- provoke
- reveal

Literature/Informational
For example:
- "Flowers for Algernon" (Essential Question: What is Reality)

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.

Guiding Question(s)
- 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?

Essential Knowledge and skills
- 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

PARCC Evidence
- 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 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**

Academic Vocabulary
- allusions
- analogies
- analyze
- connotative meaning
- determine determiner
- figurative meaning
- impact
- specific
- tone
- word choice

Literature/Informational
For example:
- "Oh Captain, My Captain" (unit # 4)
- "Tell Tale Heart "

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.

6/22/2014   North Smithfield School District   3

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

Guiding Question(s)
- 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 _____?

Essential Knowledge and skills
- Analyze text structures and examine how they contribute to the meaning of a text.
- Compare and contrast structures of text

PARCC Evidence
- 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**

Academic Vocabulary
- analyze
- text structure
- contribute
- compare
- contrast
- differ

Literature/Informational
For example:
- "Annabelle Lee"
- "Stopping by the Woods on a Snowy Evening" (Essential Question: What is reality?)

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.

Guiding Question(s)
- 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?

Essential Knowledge and skills
- 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

PARCC Evidence
- 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**

Academic Vocabulary
- analyze
- depart
- directional decision
- director
- evaluate e
- event
- extent
- faithful
- medium
- portray
- production
- production
- senses
- techniques

Literature/Informational
For example:
- *Boy in the Striped Pajamas* (Essential Question: Do we accept the reality with which we are presented?)

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.

Guiding Question(s)
- 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?

Essential Knowledge and skills
- Identify themes, pattern of events & character types in literature
- Apply concepts of modern literature

PARCC Evidence
- Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or

Academic Vocabulary
- analyze
- deviate
- elements
- ethos
- logos
- modern
- myth
- mythos
- pathos
- religious

character types, including describing how the material is rendered new. (1) **PARCC Evidence**

- render
- theme
- traditional

Literature/Informational
For example:
- "Pandora's Box"
- "Adam and Eve"
- "Change of a Dress," Maya Gould
- "Cinderella," Grimm or Perault

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 (Lexile rates 955-1155) independently and proficiently.

Guiding Question(s)
- 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.

Essential Knowledge and skills
- 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

Academic Vocabulary
- comprehend
- conceptual complexity
- fiction
- genre
- independent
- lexile
- nonfiction
- proficient
- text complexity

Literature/Informational

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.

Guiding Question(s)
- 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 can you provide to support your inferences?

Essential Knowledge and skills
- 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

PARCC Evidence
- 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**

Academic Vocabulary
- analysis
- bias
- cite
- explicit
- inference
- textual evidence

Literature/Informational
For example:
- 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

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

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.

Guiding Question(s)
- 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?

Academic Vocabulary
- analyze
- central idea
- development
- objective
- relationship
- summary
- supporting

Essential Knowledge and skills
- Determine the central idea
- Analyze development of idea in text
- Examine the role of supporting ideas to the central idea
- Provide an objective summary

Literature/Informational

PARCC Evidence
- Provides a statement of a central idea of a text. (1) **PARCC Evidence**
- 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**

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

Guiding Question(s)
- 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?

Academic Vocabulary
- analogy
- analyze
- categorize
- comparison
- connection
- distinction
- illustrates

Essential Knowledge and skills
- Analyze connections made between individuals, ideas, events
- Recognize & interpret comparisons and analogies

Literature/Informational
For example:
- *Upfront Magazine*, The Week

PARCC Evidence
- 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**

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.

Guiding Question(s)
- 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

Academic Vocabulary
- allusion
- analogy
- connotative

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?

Essential Knowledge and skills
- Identify and assess
  - 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

PARCC Evidence
- 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) **PARCC Evidence**

- figurative
- impact
- selection
- specific
- technical
- tone

Literature/Informational
For example:
- Word choice in a speech
- Content specific vocabulary in informational text

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.

Guiding Question(s)
- 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?

Essential Knowledge and skills
- Determine point of view, purpose, conflicting viewpoints in text
- Analyze how an author addresses conflicting evidence or viewpoints

PARCC Evidence
- 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**

Academic Vocabulary
- acknowledge
- analyze
- bias
- conflicting
- evidence
- objective
- point of view
- purpose
- respond responder
- viewpoint

Literature/Informational
For example:
- *Upfront Magazine*

W.8.1   Write **arguments** to support claims in an analysis of substantive topics or   texts, using valid reasoning and relevant and sufficient evidence.

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

- Organizes and presents ideas through use of:
  - introduction
  - thesis statement
  - body paragraphs
  - conclusion

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

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

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

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

- Selects words/wording that maintains strong and appropriate tone

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

Guiding Question(s)
- 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?

Essential Knowledge and skills
- 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
- Understand sentences of "formal style"
- Craft conclusions that support the argument

PARCC Evidence
- **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**

Academic Vocabulary
- acknowledge
- alternate
- argument
- claim
- distinguish
- edit
- evidence
- opposing
- relevant
- revise

Literature/Informational

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.)

Guiding Question(s)
- 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?

Essential Knowledge and skills
- Understands and uses 6-Traits of Writing
  - o   conventions
  - o   ideas
  - o   organization
  - o   presentations
  - o   sentence fluency
  - o   voice
  - o   word choice

Academic Vocabulary
- audience
- organizational patterns
- transitions
- thesis statement
- cite
- conclusion
- editing
- literary devices
- organization
- planning
- purpose
- revising
- rewriting
- sentence variety

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

<div align="right">Literature/Informational</div>

- Understand
  - the writing process
  - purpose for writing
  - audience
  - how to organize ideas and use transition to create cohesion among characters and ideas
- Organize well-crafted paragraphs

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions   PARCC Evidence

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.)

Guiding Question(s)
- 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?

Essential Knowledge and skills
- Evaluate the
  - 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

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

Academic Vocabulary
- audience
- organizational patterns
- transitions
- thesis statement
- cite
- conclusion
- editing
- literary devices
- organization
- planning
- purpose
- revising
- rewriting
- sentence variety

Literature/Informational

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.)

Guiding Question(s)
- 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?

Academic Vocabulary
- audience
- organizational patterns
- transitions
- thesis statement
- cite
- conclusion
- editing
- literary devices

Referenced templates from Common Core Curriculum Maps, English Language Arts and The Understanding By Design Guide to Creating High Quality Units

Essential Knowledge and skills
- Understands and uses 6-Traits of Writing
    - conventions
    - ideas
    - organization
    - presentations
    - sentence fluency
    - voice
    - word choice
- Understand
    - the writing process
    - purpose for writing
    - audience
    - how to organize ideas and use transition to create cohesion among characters and ideas
- Organize well-crafted paragraphs

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

- organization
- planning
- purpose
- revising
- rewriting
- sentence variety

Literature/Informational

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.)

Guiding Question(s)
- 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?

Essential Knowledge and skills
- Evaluate the
    - 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

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

Academic Vocabulary
- audience
- organizational patterns
- transitions
- thesis statement
- cite
- conclusion
- editing
- literary devices
- organization
- planning
- purpose
- revising
- rewriting
- sentence variety

Literature/Informational

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.

Guiding Question(s)
- 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?

Essential Knowledge and skills
- 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

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

Academic Vocabulary
- .edu
- .gov
- .org
- cite
- collaborate
- data bases
- link enlace
- MLA format
- produce
- publish
- resources
- software
- technology
- URL

Literature/Informational

W.8.7   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Guiding Question(s)
- What question does your report answer?
- Why is it important to paraphrase your information?
- Did you give credit for the information you used?
- How did you know that the source was creditable?
- What is the correct way to site your sources in your bibliography or citation page?
- Show me where you found _____information?
- Looking at these two sources, which source would be the most valid? Why?

Academic Vocabulary
- bibliography
- citation page
- cite
- credit
- paraphrase
- source
- valid

Literature/Informational

Essential Knowledge and skills
- Engage in the steps of a research project
- Use computer publishing software
- Locate online resources: newspaper, library books, magazines, speakers, interview, published professional texts
- Incorporate paraphrasing and direct quotes
- Use internet search engines
- Create a bibliography or citation page

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

W.8.8   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Guiding Question(s)
- 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?

Essential Knowledge and skills
- 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

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions PARCC Evidence

Academic Vocabulary
- .edu
- .gov
- .org
- bibliography
- citation page
- creditable source
- data
- database
- digital
- digital source
- format

Literature/Informational

W.8.9   Draw evidence from literary or informational texts to support analysis, reflection, and research.
   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

   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

Guiding Question(s)
- How does the author's portrayal compare to the historical accounts of the character or event?
- 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?

Essential Knowledge and skills
- 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

PARCC Evidence
See above for specifics
- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions

Academic Vocabulary
- evidence
- historical account
- author's portrayal
- factual
- fictional
- support claims
- objective
- bias
- anachronism
- allusion

Literature/Informational

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.

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

Guiding Question(s)
- 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?

Essential Knowledge
- Determine purpose and audience
- Understand the writing process
- Plan and self–monitor when writing
- Use research skills
- Engage in reflective writing
- Use revision strategies

Academic Vocabulary
- audience
- extended
- journaling
- purpose
- reflection
- research
- revision
- time frame
- time management

Literature/Informational

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.

   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

   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

   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

   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

Guiding Question(s)
- What preparation or research have you done in order to fully participate in the discussion?
- 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?

Essential Knowledge and skills
- 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

Academic Vocabulary
- acknowledge
- collaboration
- collegial
- deadlines
- diverse
- evidence
- explicit
- express
- justify
- pose
- presentation techniques
- qualify
- reflect
- relevant/pertinent
- respond responder
- warrant

Literature/Informational

*Referenced templates from Common Core Curriculum Maps, English Language Arts and The Understanding By Design Guide to Creating High Quality Units

ELA COMMON CORE CURRICULUM UNIT #4 GRADE 8
North Smithfield School Department

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.

Guiding Question(s)
- 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?
- 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?

Essential Knowledge and skills
- Analyze why information is being presented using a particular format or media
- Evaluate the motive of the presenter

Academic Vocabulary
- commercial
- evaluate
- format
- media
- motive
- oral
- political
- quantitative
- social
- visual

Literature/Informational

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.

Guiding Question(s)
- 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?

Essential Knowledge and skills/PARCC Evidence
- 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

Academic Vocabulary
- appropriate
- argument
- claims
- delineate
- point of view
- proficiency
- reasoning
- relevance/pertinence
- rhetoric
- sound
- speaker
- supported
- unsupported
- validity

Literature/Informational

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Guiding Question(s)
- 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?
- What other technology can you use to help clarify your presentation?
- Is your presentation overly dependent on the multimedia and/or visual display?

Essential Knowledge and skills/PARCC Evidence
- 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

Academic Vocabulary
- clarify
- components
- data
- digital media
- message
- multimedia
- presentation
- technology
- visual displays

Literature/Informational

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.)

Guiding Question(s)
- 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?

Essential Knowledge and skills
- 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

Academic Vocabulary
- affect
- appropriate language
- emphasize
- formal
- informal
- presentation
- purpose
- vocabulary

Literature/Informational

L.8.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a.   Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**L.8.1a**
   - *Grammar Guide http://grammar.ccc.commnet.edu/grammar/*
   - Info: http://grammar.ccc.commnet.edu/grammar/clauses.htm
   - Worksheets: http://www.ereadingworksheets.com/free-grammar-worksheets/clauses-and-phrases.pdf
   - Media: 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
   - Verbals   Info (http://www.towson.edu/ows/verbals.html http://www.grammaruntied.com/verbals/verbals.html Media: 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

   b.   Form and use verbs in the active and passive voice. **L.8.1b**
   - Info: http://www.eslbee.com/sentences.htm Worksheets: http://www.ereadingworksheets.com/free-grammar-worksheets/creating-compound-sentences.pdf http://www.ereadingworksheets.com/free-grammar-worksheets/creating-complex-sentences.pdf Media: 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

   c.   Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* **L.7.1c**
   - *Info*: http://owl.english.purdue.edu/owl/resource/597/1/ Worksheets: http://www.grammar-worksheets.com/worksheets/dangling-modifier.php Media: http://languagearts.pppst.com/dangling-participles.html
   - http://owl.english.purdue.edu

   d.   Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.7.1d**

Guiding Question(s)
- 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?

Essential Knowledge and skills
- 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

Academic Vocabulary
- active voice
- conditional mood
- edit
- exact
- imperative mood interrogative mood
- indicative mood
- passive voice
- subjunctive mood
- verb mood
- verb tone

Literature/Informational

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. **L.8.2a**

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

   c. Spell correctly**. L.8.2c**

Guiding Question(s)
- 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?

Essential Knowledge and skills
- Use proper English conventions for a brief pause in a sentence(including comma, ellipsis, and dash)
- Understand homophones

Academic Vocabulary
- homophone
- comma coma
- ellipsis
- dash
- omission
- pause

Literature/Informational

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.
   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
      o *Write Source,* p. 562-563

   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
      o *Write Source,* p. 562, 564-565, 610, 565
         ▪ (http://www.asdk12.org/middlelink/LA/vocabulary/forms/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

   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
      o *Write Source,* pp. 372-373

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

Guiding Question(s)

- 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?
- Reread the sentence. Which words nearby will help you understand the meaning of the word?

Academic Vocabulary
- affix
- context clues
- dictionary
- Greek affix
- Latin affix
- opposite
- similar
- thesaurus

Essential Knowledge and skills

- 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

Literature/Informational

PARCC Evidence

- 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) **PARCC Evidence**

L.8.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.   Interpret figures of speech (e.g. verbal irony, puns) in context. L.8.5a
- o   *Write Source,* irony p. 558, puns p. 559
- o   *McDougal Littell Literature, Grade 8*
  - ▪   Standards Lesson File, pp. 17-25, use of analogies

b.   Use the relationship between particular words to better understand each of the words. L.8.5b
- o   *McDougal Littell Literature, Grade 8*
  - ▪   Standards Lesson File, pp. 17-25, use of analogies

c.   Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). L.8.5c
- o   *McDougal Littell Literature, Grade 8*
  - ▪   Standards Lesson File, pp. 17-25, use of analogies

Guiding Question(s)

- 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?
- 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

Academic Vocabulary
- analogy
- connotation
- convey/transmit
- denotation
- figurative language
- irony
- literally
- metaphor
- personification
- pun
- simile

Essential Knowledge and skills

- 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

PARCC Evidence
- Demonstrates the ability to determine the connotations (associations)of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (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**

Literature/Informational

ELA COMMON CORE CURRICULUM UNIT #4 GRADE 8
North Smithfield School Department

LITERARY TEXTS

STORIES	POETRY	DRAMA	OTHER
Extended text – *Catching Fire* by Suzanne Collins			• *Hunger Games* film

INFORMATIONAL TEXT

NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
• Patriot Act • Malala • News articles about overreaching governments • The Lottery by Shirley Jackson • Historical documents about Medieval England			

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

1. Argument writing
2. Class discussion
3. Dramatization/role playing
4. Grammar and usage
5. Graphic organizers
6. Informational text response
7. Informative writing
8. Journal
9. Literature response
10. Media appreciation
11. Multi-media/technology
12. Narrative writing
13. Non- linguistic representations
14. Note taking and summarizing
15. Oral presentation
16. Research project
17. Vocabulary word wall
18. Writer's notebook
19. Word Study
19.
20.

- Response journals
- Comprehension Questions
- Graphic organizers
- Constructed responses
- Explanatory Text: Analysis of author's craft   Additional texts and writing for research   Convey experiences
- Narrative writing from another's point of view
- Compare and contrast
- Character analysis
- Author's craft

Develop and convey understanding	**Focus on argument**	**Additional texts and writing for research**	**Convey experiences**
• Response journals • Comprehension questions • Graphic organizers • Character analysis	• What is the role of government? • How do governments control people?	• Mini research - governments	• First person narratives • Compare and contrast film to novel

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge	**Bloom's Taxonomy**
• skill/conceptual understanding • strategic reasoning • extended reasoning	• apply • analyze • synthesize/create • evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

1. 1st person
2. 3rd person
3. acknowledge
4. active voice
5. affix
6. allusion (s)
7. analogies
8. analogy
9. analysis
10. analyze
11. application
12. appropriate
13. aspect
14. audience
15. author
16. bias
17. career
18. categorize
19. central idea
20. characters
21. plot
    - static
    - round
    - flat
22.
23. cite
24. cite evidence
25. climax
26. collaboration
27. collegial
28. comma coma
29. compare
30. comparison
31. comprehend
32. conceptual complexity
33. conclude/conclusion
34. conditional mood
35. conflict
36. conflicting
37. connection
38. connotation/connotative
39. connotative meaning
40. context clues
41. contrast
42. contribute
43. convey/transmit

44. dash
45. deadlines
46. denotation
47. depart determine
48. determine determiner
49. develop
50. development
51. deviate
52. dialogue
53. dictionary
54. differ
55. directional decision
56. director
57. distinction
58. diverse
59. document
60. dramatic
61. edit/editing
62. effect
63. elements
64. ellipsis
65. ethos
66. evaluate e
67. event
68. evidence
69. exact
70. explicit
71. express
72. extended
73. extent
74. faithful
75. fiction
76. figurative
77. figurative language
78. figurative meaning
79. foil characters
80. format
81. genre
82. Greek affix
83. homophone
84. illustrates
85. impact
86. imperative mood
87. incident
88. independent
89. indicative mood

90. inference
91. irony journaling
92. justify
93. Latin affix
94. lexile
95. limited
96. literally
97. literary devices
98. logos
99. medium
100. metaphor
101. minor characters
102. modern
103. mood
104. motivation
105. myth
106. mythos
107. narrator
108. nonfiction
109. objective
110. omission
111. omniscient
112. opposite
113. organization
114. organizational pattern
115. passive voice
116. pathos
117. pause
118. personification
119. planning
120. plot
    - exposition
    - resolution
121. point of view
122. portray
123. pose
124. precise
125. presentation techniques
126. preview vista
127. production
128. proficient
129. propel
130. protagonist/antagonist
131. provoke
132. pun
133. purpose

134. qualify
135. reflect
136. re flection
137. relationship
138. relevant/pertinent
139. religious
140. render
141. research
142. resolution
143. respond responder
144. reveal
145. revise/revising
146. revision
147. rewriting
148. rising/falling action
149. selection
150. senses
151. sentence variety
152. setting
153. similar
154. simile
155. specific
156. story plot
157. subjective
158. subjunctive mood
159. summarize/summary
160. supporting
161. suspense
162. technical
163. techniques
164. text complexity
165. text structure
166. textual evidence
167. theme
168. thesaurus
169. thesis statement
170. time frame
171. time management
172. tone
173. traditional
174. transitions
175. varied
176. verb mood
177. verb tone
178. viewpoint
179. warrant
180. word choice

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

LESSON PLAN for UNIT _____

LESSONS

- **Lesson # 1** Summary:

- **Lesson #2** Summary:

- **Lesson #3** Summary:

OBJECTIVES for LESSON # _____

- **Materials/Resources:**

- **Procedures:**

  - **Lead –in**

  - **Step by step**

  - **Closure**

- **Instructional strategies:** see curriculum introduction   **Curriculum ELA grade 7NS.docx**

- **Assessments:** see curriculum introduction   **Curriculum ELA grade 7NS.docx**
  - **Formative**

    - **Summative**