

ELA COMMON CORE CURRICULUM UNIT #3 GRADE 8
North Smithfield School Department

TITLE OF UNIT #3 What can we learn from the struggles and achievements of others?

GRADE : 8 English

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

In this unit students will read, analyze, and write nonfiction. Students will read lead texts in the *On the Record Series* and other nonfiction resources. *On the Record* is a series of books that focus on the life experiences and character traits of individuals with inspiring experiences. They will analyze documents and cite evidence to support their analysis. Through the use of graphic organizers, pre-teaching, and contextual strategies, students will acquire academic and content vocabulary. Students will build reading skills to increase comprehension. They will analyze paired texts for author’s craft, reliability of information, theme, etc...Students will look for ways to learn from the struggles and achievements of others. during the course of the unit.

ESSENTIAL QUESTION

What can we learn from the struggles and achievements of others?

STANDARDS: Common Core ELA Standards

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

FOCUS ELA STANDARDS:

Reading Literary and Informational

- Cite textual evidence, draw inferences **RL and RI 8.1**
- Determine a theme or central ideas and analyze **RI 8.2**
- Connections between elements, individual, ideas, or events **RI 8.3**
- Meaning of words and phrases **RI. 8.4**
- Structure /organization of text **RI.8.5**
- Points of view **RI.8.6**
- Non-fiction text compare/contrast text to audio, video, etc. **RI.8.7**
- Trace evaluate claims **RI.8.8**
- Case in which two or more authors provide conflicting information **RI.8.9**
- Read and comprehend literary non-fiction **RI 8.10**

- 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 discussions **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**
- 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**

Writing

- Argument **W.8.1**
- Clear and coherent writing **W.8.4**
- Strengthen writing, writing process **W.8.5**

ENDURING UNDERSTANDING:

- Students will examine real life situations through informational texts. They will explore personal experiences and identify how they shape an individual.

PRIOR KNOWLEDGE:

- Students should know what nonfiction is and the types of nonfiction. They should also be able to identify text features and use them to comprehend meaning in nonfiction.

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STUDENT OBJECTIVES

- Students will read, analyze, and write nonfiction.
- They will analyze documents and cite evidence to support their analysis.
- Through the use of graphic organizers, pre-teaching, and contextual strategies, students will acquire academic and content vocabulary. Students will build reading skills to increase comprehension.
- They will analyze paired texts for author's craft, reliability of information, theme, etc...Students will look for ways to learn from the struggles and achievements of others.
- They will write in response to the readings using textual evidence to support their claims.

STUDENT NEW KNOWLEDGE

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 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?)

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

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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?

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

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**

Academic Vocabulary

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

Literature/Informational

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?

Essential Knowledge and skills

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

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**

Academic Vocabulary

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

Literature/Informational

- For example:
- Upfront Magazine, The Week

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 part?
- How does the author's use of repetition of sounds impact the tone of the text?

Academic Vocabulary

- allusion
- analogy
- connotative
- figurative
- impact

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- 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**

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.

Guiding Question(s)

- What is the structure of the text?
- 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)?

Essential Knowledge and skills

- Analyze text structure
- Analyze paragraph structure
- Differentiate types of sentences (topic, detail, evidence, conclusion)
- Identify the key concept
- Apply text features

PARCC Evidence

- 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) **PARCC Evidence**

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

- selection
- specific
- technical
- tone

Literature/Informational

For example:

- Word choice in a speech
- Content specific vocabulary in informational text

Academic Vocabulary

- analyze
- concept
- detail
- develop
- refine
- role
- specific
- structure
- text
- text feature

Literature/Informational

For example:

- *Upfront Magazine*

Academic Vocabulary

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

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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**

Literature/Informational

For example:

- Upfront Magazine

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.

Guiding Question(s)

- 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?

Academic Vocabulary

- advantage
- digital
- disadvantage
- evaluate
- imagery
- medium
- multimedia
- particular
- persuasive techniques
- symbolism

Essential Knowledge and skills

- 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.

PARCC Evidence

- 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**

Literature/Informational

For example:

- Speech read and watch

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.

Guiding Question(s)

- 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

Academic Vocabulary

- argument
- assess
- claim
- delineate
- evaluate
- evidence
- irrelevant
- reasoning
- relevant(pertinent)
- sound
- specific
- sufficient
- text
- validity

Essential Knowledge and skills

- 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?

PARCC Evidence

- Provides a delineation of the argument and specific claims in a text. (1) **PARCC Evidence**
- Provides an assessment of whether the reasoning of the argument is sound. (2) **PARCC Evidence**
- Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) **PARCC Evidence**
- Demonstrates recognition of when irrelevant evidence is introduced. (4) **PARCC Evidence**

Literature/Informational

For example:

- Evaluating argument

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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.

Guiding Question(s)

- What topic do both of the texts address?
- How do the texts differ in the information they present?
- Is the differing information factual or interpretive?
- Which text do you think is accurate? Why?

Essential Knowledge and skills

- Compare and contrast texts
- Identify and analyze similar topics
- Identify and analyze conflicting information
- Distinguish between fact & interpretation

PARCC Evidence

- 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) **PARCC Evidence**

Academic Vocabulary

- analyze
- case
- compare
- conflict
- contrast
- counterargument
- disagree
- interpretation
- text

Literature/Informational

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

Guiding Question(s)

- 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.

Essential Knowledge and skills

- 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

Academic Vocabulary

- comprehend
- conceptual complexity
- independent
- lexile
- proficient
- text complexity

Literature/Informational

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 evidence. **W.8.1c**

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- 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**
 - **conventions**
 - **ideas**
 - **organization**
 - **presentations**
 - **sentence fluency**
 - **voice**
 - **word choice**

Academic Vocabulary

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

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- 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

Literature/Informational

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?

Academic Vocabulary

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

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

Literature/Informational

PARCC Evidence

See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions [PARCC Evidence](#)

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?

Academic Vocabulary

- .edu
- .gov
- .org
- cite
- collaborate
- data bases
- link enlance
- MLA format
- produce
- publish

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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

- resources
- software
- technology
- URL

Literature/Informational

PARCC Evidence

See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions [PARCC Evidence](#)

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

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

Literature/Informational

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?

Academic Vocabulary

- .edu
- .gov
- .org
- bibliography
- citation page
- creditable source
- data
- database

Essential Knowledge and skills

- Gather applicable information from digital sources

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- 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

- digital
- digital source
- format

Literature/Informational

PARCC Evidence

See above for specifics

- Development of Ideas
- Organization
- Clarity of Language
- Knowledge of Language and Conventions [PARCC Evidence](#)

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.

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?

Academic Vocabulary

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

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

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?

Academic Vocabulary

- acknowledge
- collaboration
- collegial
- deadlines
- diverse

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- 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

- evidence
- explicit
- express
- justify
- pose
- presentation techniques
- qualify
- reflect
- relevant/pertinent
- respond responder
- warrant

Literature/Informational

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 consider 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

ELA COMMON CORE CURRICULUM UNIT #3 GRADE 8
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- 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=8C0EFA0-713D-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**

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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**

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- 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

SUGGESTED WORKS:

<u>LITERARY TEXTS</u>			
STORIES	POETRY	DRAMA	OTHER
<u>INFORMATIONAL TEXT</u>			
NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
<ul style="list-style-type: none"> • On the Record: Reporting Live • On the Record: Life and Death • On the Record: POW • On the Record: Found Guilty • Scope Magazine • Upfront Magazine 	<ul style="list-style-type: none"> • War Sebastian Junger 		<ul style="list-style-type: none"> • Freedom Writers film • Freedom Writers text

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

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

- 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
- (ex-write ending for Lady or the Tiger)
- Compare and contrast
- Character analysis
- Author's craft

Develop and convey understanding

- Response journals
- Comprehension questions
- Graphic organizers

Focus on argument/extended response

- What is the role of a journalist?

Additional texts and writing for research

- Mini research on reporters

Convey experiences

- Journal

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

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

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VOCABULARY

1. 1 st person	45. dash	91. inference	135. qualify
2. 3 rd person	46. deadlines	92. irony journaling	136. reflect
3. acknowledge	47. denotation	93. justify	137. reflection
4. active voice	48. depart determine	94. Latin affix	138. relationship
5. affix	49. determine determiner	95. lexile	139. relevant/pertinent
6. allusion (s)	50. develop	96. limited	140. religious
7. analogies	51. development	97. literally	141. render
8. analogy	52. deviate	98. literary devices	142. research
9. analysis	53. dialogue	99. logos	143. resolution
10. analyze	54. dictionary	100. medium	144. respond responder
11. application	55. differ	101. metaphor	145. reveal
12. appropriate	56. directional decision	102. minor characters	146. revise/revising
13. aspect	57. director	103. modern	147. revision
14. audience	58. distinction	104. mood	148. rewriting
15. author	59. diverse	105. motivation	149. rising/falling action
16. bias	60. document	106. myth	150. selection
17. career	61. dramatic	107. mythos	151. senses
18. categorize	62. edit/editing	108. narrator	152. sentence variety
19. central idea	63. effect	109. nonfiction	153. setting
20. characters	64. elements	110. objective	154. similar
21. plot	65. ellipsis	111. omission	155. simile
• static	66. ethos	112. omniscient	156. specific
• round	67. evaluate e	113. opposite	157. story plot
• flat	68. event	114. organization	158. subjective
22.	69. evidence	115. organizational pattern	159. subjunctive mood
23. cite	70. exact	116. passive voice	160. summarize/summary
24. cite evidence	71. explicit	117. pathos	161. supporting
25. climax	72. express	118. pause	162. suspense
26. collaboration	73. extended	119. personification	163. technical
27. collegial	74. extent	120. planning	164. techniques
28. comma coma	75. faithful	121. plot	165. text complexity
29. compare	76. fiction	• exposition	166. text structure
30. comparison	77. figurative	• resolution	167. textual evidence
31. comprehend	78. figurative language	122. point of view	168. theme
32. conceptual complexity	79. figurative meaning	123. portray	169. thesaurus
33. conclude/conclusion	80. foil characters	124. pose	170. thesis statement
34. conditional mood	81. format	125. precise	171. time frame
35. conflict	82. genre	126. presentation techniques	172. time management
36. conflicting	83. Greek affix	127. preview vista	173. tone
37. connection	84. homophone	128. production	174. traditional
38. connotation/connotative	85. illustrates	129. proficient	175. transitions
39. connotative meaning	86. impact	130. propel	176. varied
40. context clues	87. imperative mood	131. protagonist/antagonist	177. verb mood
41. contrast	88. incident	132. provoke	178. verb tone
42. contribute	89. independent	133. pun	179. viewpoint
43. convey/transmit	90. indicative mood	134. purpose	180. warrant
44.			181. word choice

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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**