

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

8th Grade

Unit of Study: Reading - Making of a Good Story; Writing – Narrative (Overall Construction, Voice, Reader Engagement)

Pacing: Instruction – 15 days (5 day buffer)

Overarching Common Core State Standards:

- **CC.8.R.L.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.
- CC.8.R.L.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.
- **CC.8.R.L.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.
- CC.8.R.L.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.
- CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **CC.8.R.L.6:** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **CC.8.R.L.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.
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.3: Analyze how a text makes connections among and distinctions between individuals, ideas or events.
- **CC.8.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CC.8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Overarching CT Standards/Grade Level Expectations:

- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices and the use of traditional and/or cultural-based organizational patterns.
- CT.8.R.5: After Reading—Explain how a story’s plots and subplots to/do not contribute to the conflict and resolution.
- CT 8.R.6: After Reading—Interpret how situations, actions and other characters influence a character’s personality and development
- CT.8.R.7: After Reading—Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.
- CT.8.R.8: After Reading—Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.
- CT.8.R.12: After Reading—Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.
- CT.8.R.16: After Reading—Evaluate recurring themes in literature that reflect worldwide social and/or economic change.

Priority Standards:

- **CC.8.R.L.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.
- **CC.8.R.L.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.
- **CC.8.R.L.6:** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **CC.8.R.L.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.
- **CC.8.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CC.8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Strong textual evidence for explicit and implicit meaning	Cite	Understanding
How dialogue/incidents propel action, reveal character or provoke decision	Analyze	Analyzing
Analyze how differences in point of view of characters/audience/reader creates suspense/humor	Analyze	Analyzing
How modern fiction draws from and reworks myths, traditional stories or religious works	Analyze	Analyzing
Using effective technique, details and sequences	Write narratives	Creating
Appropriate to task, purpose and audience	Produce writing	Creating

Essential Questions	Big Ideas
What makes a narrative realistic?	Narratives replicate real life through perspectives of characters, description and sequence of events and development of themes.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

8th Grade

Unit of Study: Reading - Analyzing Craft and Structure; Writing – Focus on Use of Appropriate Techniques, Transitions and Precise Language Based on Purpose

Pacing: Instruction – 20 days (5 day buffer)

Overarching Common Core State Standards:

- CC.8.R.L.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.
- CC.8.R.L.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.
- **CC.8.R.L.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.**
- **CC.8.R.L.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.**
- **CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**
- **CC.8.R.L.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.**
- CC.8.R.L.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.
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.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.
- CC.8.R.I.3: Analyze how a text makes connections among and distinctions between individuals, ideas or events.
- CC.8.R.I.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.
- CC.8.R.I.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.
- **CC.8.R.I.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.**
- CC.8.R.I.7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

Overarching CT Standards/Grade Level Expectations:

- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices and the use of traditional and/or cultural-based organizational patterns.
- CT.7.R.9: After Reading—Explain the similarities or differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation or concept in another text.

- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.5: After Reading—Explain how a story’s plots and subplots to/do not contribute to the conflict and resolution.
- CT.8.R.6: After Reading—Interpret how situations, actions and other characters influence a character’s personality and development
- CT.8.R.7: After Reading—Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.
- CT.8.R.8: After Reading—Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.
- CT.8.R.10: After Reading—Compare, contrast and critique two author’s beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- CT.8.R.12: After Reading—Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.
- CT.8.R.16: After Reading—Evaluate recurring themes in literature that reflect worldwide social and/or economic change.
- CT.8.R.17: After Reading—Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text.

Priority Standards:

- **CC.8.R.L.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.**
- **CC.8.R.L.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.**
- **CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**
- **CC.8.R.L.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.**
- **CC.8.R.I.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.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
How dialogue and incidents propel action, reveal character or provoke a decision	Analyze	Analyzing
Meaning of words/phrases	Determine	Understanding
Impact of word choice on meaning/tone	Analyze	Analyzing
Structures of multiple texts	Compare and contrast	Analyzing
How structure contributes to meaning and style	Analyze	Analyzing
Analyze how differences in point of view of	Analyze	Analyzing

characters/audience/reader creates suspense/humor		
Author's point or view and purpose	Determine	Understanding
How author acknowledges and responds to conflicting evidence/viewpoints	Analyze	Analyzing
Appropriate to task, purpose and audience	Produce writing	Creating

Essential Questions	Big Ideas
How does an author convey meaning?	An author will employ different perspectives, genres, organizational structures and literary devices to convey meaning.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

8th Grade

Unit of Study: Reading - What's the Big Idea?; Writing – Focus on Maintaining and Expanding Topics and Themes in Narrative and Expository Writing

Pacing: Instruction – 20 days (5 day buffer)

Overarching Common Core State Standards:

- CC.8.R.L.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.
- CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CC.8.R.L.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.
- CC.8.R.L.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.
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.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.
- CC.8.R.I.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.
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

Overarching CT Standards/Grade Level Expectations:

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
- CT.7.R.5: After Reading—Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities or differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation or concept in another text.
- CT.8.R.4: After Reading—Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.
- CT.8.R.8: After Reading—Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.
- CT.8.R.10: After Reading—Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.

- CT.8.R.16: After Reading—Evaluate recurring themes in literature that reflect worldwide social and/or economic change.

Priority Standards:

- **CC.8.R.L.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.
- **CC.8.R.I.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.
- **CC.8.W.2:** Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **CC.8.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CC.8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Theme/central idea of text	Determine	Understanding
Development of theme/central idea	Analyze	Analyzing
Text	Objectively summarize	Summarizing
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Using effective technique, details and sequences	Write narratives	Creating
Appropriate to task, purpose and audience	Produce writing	Creating

Essential Questions	Big Ideas
How do you identify a theme in a text?	A theme is a compilation of ideas or thoughts that is elaborated on throughout the text.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 4

8th Grade

Unit of Study: Reading - Finding the Evidence; Writing – Focus on Developing Arguments and Formulating Relevant Claims and Supporting Evidence in Expository and Persuasive Writing

Pacing: Instruction – 25 days (5 day buffer)

Overarching Common Core State Standards:

- **CC.8.R.L.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.**
- CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.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.
- **CC.8.R.I.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.**
- CC.8.R.I.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.
- CC.8.R.I.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.
- **CC.8.R.I.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.**
- **CC.8.R.I.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 interpretations.**
- **CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

Overarching CT Standards/Grade Level Expectations:

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
- CT.8.R.7: After Reading—Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.
- CT.8.R.10: After Reading—Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- CT.8.R.14: After Reading—Critique an author's reasoning and use of evidence in an argument or defense of a claim.

- CT.8.R.17: After Reading—Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text.

Priority Standards:

- **CC.8.R.L.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.
- **CC.8.R.I.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.
- **CC.8.R.I.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.
- **CC.8.R.I.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 interpretations.
- **CC.8.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CC.8.W.2:** Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **CC.8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Strong textual evidence for explicit and implicit meaning	Cite	Understanding
Central idea of text	Determine	Analyzing
Development of central idea in text	Analyze	Analyzing
Text objectively	Summarize	Understanding/analyzing
Argument/claims, assessing reasoning and evidence	Delineate and evaluate	Understanding/evaluating
Irrelevant evidence	Recognize	Understanding
Where texts disagree on matters of fact or interpretation	Analyze	Analyzing
Clear reasons and relevant evidence	Write arguments	Creating
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating

Essential Questions	Big Ideas
How can the reader analyze texts written on the same theme or topic that include different information?	Similar themes and topics can be evaluated across multiple texts even if arguments and related evidence vary.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 5

8th Grade

Unit of Study: Reading - Communicating for a Purpose; Writing – Focus on Developing Voice and Perspective

Pacing: Instruction – 25 days (5 day buffer)

Overarching Common Core State Standards:

- CC.8.R.L.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.
- CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **CC.8.R.L.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.**
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.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.
- **CC.8.R.I.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.**
- **CC.8.R.I.7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.**
- **CC.8.R.I.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.**
- CC.8.R.I.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 interpretations.
- **CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

Overarching CT Standards/Grade Level Expectations:

- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.8: After Reading—Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.
- CT.8.R.10: After Reading—Compare, contrast and critique two author’s beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.

- CT.8.R.14: After Reading—Critique an author’s reasoning and use of evidence in an argument or defense of a claim.
- CT.8.R.15: After Reading—Analyze and critique the intended effects of propaganda techniques the author uses to influence readers’ perspectives.
- CT.8.R.17: After Reading—Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text.

Priority Standards:

- **CC.8.R.L.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.**
- **CC.8.R.I.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.**
- **CC.8.R.I.7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.**
- **CC.8.R.I.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.**
- **CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Analyze how differences in point of view of characters/audience/reader creates suspense/humor	Analyze	Analyzing
Author’s point of view and purpose	Determine	Analyzing
How authors acknowledge and respond to conflicting evidence or viewpoints	Analyze	Analyzing
Advantages/disadvantages of using different mediums to present topic/idea	Evaluate	Evaluating
Argument/claims, assessing reasoning and evidence	Delineate and evaluate	Understanding/evaluating
Irrelevant evidence	Recognize	Understanding
Clear reasons and relevant evidence	Write arguments	Creating
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Use effective technique, details and sequences	Write narratives	Creating
Appropriate to task, purpose and audience	Produce writing	Creating

Essential Questions	Big Ideas
How do authors/directors persuade readers/audience?	Authors/Directors persuade readers/audience by telling a story or presenting information in a particular fashion or by asserting particular claims in defense of a specific argument.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 6

8th Grade

Unit of Study: Reading – Investigations; Writing – Focus on Researching Relevant Topics and Claims and Drawing Conclusions

Pacing: Instruction – 25 days (5 day buffer)

Overarching Common Core State Standards:

- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- **CC.8.R.I.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.**
- CC.8.R.I.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.
- **CC.8.R.I.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.**
- CC.8.R.I.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.
- **CC.8.R.I.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.**
- **CC.8.R.I.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 interpretations.**
- **CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.8.W.7: Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**
- **CC.8.W.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.**

Overarching CT Standards/Grade Level Expectations:

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one’s own words.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.10: After Reading—Compare, contrast and critique two author’s beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.

- CT.8.R.14: After Reading—Critique an author’s reasoning and use of evidence in an argument or defense of a claim.
- CT.8.R.15: After Reading—Analyze and critique the intended effects of propaganda techniques the author uses to influence readers’ perspectives.
- CT.8.R.17: After Reading—Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text.

Priority Standards:

- **CC.8.R.I.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.
- **CC.8.R.I.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.
- **CC.8.R.I.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.
- **CC.8.R.I.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 interpretations.
- **CC.8.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CC.8.W.2:** Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **CC.8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **CC.8.W.7:** Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **CC.8.W.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.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Strong textual evidence for explicit and implicit meanings	Cite	Understanding
Word/phrase meanings	Determine	Understanding
Impact of word choice on meaning and tone	Analyze	Analyzing
Argument/claims, assessing reasoning and evidence	Delineate and evaluate	Understanding/evaluating
Irrelevant evidence	Recognize	Understanding
Where two or more texts provide conflicting information; where disagreement occurs regarding fact or interpretation	Analyze and identify	Analyzing/understanding
Clear reasons and relevant evidence	Write arguments	Creating
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating

Drawing on several sources; allowing for multiple avenues of exploration	Conduct research	Analyzing/Evaluating
Assessing credibility, paraphrasing data/conclusions, following standard citation format	Gather relevant information	Analyzing/Evaluating

Essential Questions	Big Ideas
What should readers do when researching a topic?	Investigating texts as part of researching a topic requires identifying relevant text-based evidence, analyzing author's word choice as well as analyzing author's reasoning for making specific arguments/claims.
Why should multiple sources be accessed when researching a topic?	Researchers deepen their understanding of a topic by clarifying and organizing related information presented by multiple authors as well as identifying and analyzing where information/arguments conflict.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 7

8th Grade

Unit of Study: Reading - Understanding the World Through Text; Writing – Focus on Researching Information from Multiple Sources and Perspectives

Pacing: Instruction – 15 days (5 day buffer)

Overarching Common Core State Standards:

- CC.8.R.L.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.
- **CC.8.R.L.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.**
- CC.8.R.L.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.
- CC.8.R.L.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.
- CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **CC.8.R.L.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.**
- **CC.8.R.L.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.**
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.3: Analyze how a text makes connections among and distinctions between individuals, ideas or events.
- CC.8.R.I.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.
- CC.8.R.I.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.
- CC.8.R.I.7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- CC.8.R.I.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.
- **CC.8.R.I.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 interpretations.**
- **CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.8.W.7: Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

- **CC.8.W.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.**

Overarching CT Standards/Grade Level Expectations:

- CT.7.R.5: After Reading—Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities or differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation or concept in another text.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.4: After Reading—Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.
- CT.8.R.8: After Reading—Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader.
- CT.8.R.10: After Reading—Compare, contrast and critique two author’s beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- CT.8.R.12: After Reading—Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.
- CT.8.R.14: After Reading—Critique an author’s reasoning and use of evidence in an argument or defense of a claim.
- CT.8.R.15: After Reading—Analyze and critique the intended effects of propaganda techniques the author uses to influence readers’ perspectives.
- CT.8.R.16: After Reading—Evaluate recurring themes in literature that reflect worldwide social and/or economic change.
- CT.8.R.17: After Reading—Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text.

Priority Standards:

- **CC.8.R.L.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.**
- **CC.8.R.L.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.**
- **CC.8.R.L.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.**
- **CC.8.R.I.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 interpretations.**
- **CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.8.W.7: Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**
- **CC.8.W.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.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Theme/central idea of text	Determine	Understanding
Development of theme/central idea	Analyze	Analyzing
Text	Objectively summarize	Understanding
How a filmed/live production of a story departs or remains faithful to the text/script and the reasons why such changes were made	Analyze and evaluate	Analyzing/Evaluating
How modern fiction draws from the reworks myths, traditional stories or religious works	Analyze	Analyzing
Where two or more texts provide conflicting information; where disagreement occurs regarding fact or interpretation	Analyze	Analyzing
Clear reasons and relevant evidence	Write arguments	Creating
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating
Drawing on several sources; allowing for multiple avenues of exploration	Conduct research	Analyzing/Evaluating
Assessing credibility, paraphrasing data/conclusions, following standard citation format	Gather relevant information	Analyzing/Evaluating

Essential Questions	Big Ideas
Why can the same topic or theme be treated differently by various authors?	Authors writing about similar ideas or themes will present information or develop arguments differently based on their individual perspectives and experiences.
Why do today's authors continue to write about themes/ideas that have been written about many times before?	Modern day narratives often repeat themes and ideas presented in older stories because such themes/ideas are timeless and continue to be relevant.

Summative Unit Assessments – 8th Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1. Making a Good Story	1. Narrative—overall construction, voice, reader engagement	Selected response Extended written response	--Read a passage and be able to discuss how the passage exemplifies a good story including evidence of author's voice; --Write a narrative with clear organization, an engaging plot, and evidence of their own voice.	√ - measure growth	√ - 6 + 1 Traits rubrics
2. Analyzing Craft and Structure	2. Focus on use of appropriate techniques, transitions and precise language based on purpose	Selected response	Given texts or passages, complete a series of graphic organizers to identify and explain author's craft over a variety of genres.	√ - measure growth	
3. What's the Big Idea?	2. Focus on maintaining and expanding topics and themes in narrative and expository writing	Performance-based assessment	Extend a topic/stance with an additional chapter/argument that would be consistent with the message of the piece	√ - measure growth	√ - project- specific rubric
4. Finding the Evidence	2. Focus on developing arguments and formulating relevant claims and supporting evidence in expository and persuasive writing	Selected response Extended written response	--Bias exercise: read two persuasive pieces and explain how similar evidence is used for different purposes; --Write a persuasive essay with evidence from a variety of texts.	√ - measure growth	√ - holistic rubric
5. Communicating for a Purpose	2. Focus on developing voice and perspective	Selected written response/personal response	Provide a variety of texts/excerpts on the same topic with varying perspectives; discuss how the information a writer conveys is based on his/her perspective and bias.	√ - measure growth	
6. Investigations	2. Focus on researching relevant topics and claims and drawing conclusions	Performance-based assessment	Write a research paper designed to trace and evaluate claims and arguments in specific text or present claims and conclusions researched on a specific topic.		√ - project- specific rubric
7. Understanding the World Through Text	2. Focus on researching information from multiple sources and perspectives	Performance-based assessment	Write a research paper based on multiple sources, citing evidence to support claims and conclusions.		√ - project- specific rubric