

Big Idea(s) and Topic(s)	Learner Outcomes
<p>***The pacing included in this document is flexible, and should be adjusted as needed to meet the individual needs of your students, as well as to allow for sufficient time for assessment and re-teaching as needed.</p> <p>Speaking and Listening: (These will be used in multiple units.)</p> <ul style="list-style-type: none"> engage in discussions using research and evidence to support ideas present ideas with reasoning, details and evidence integrate multimedia and visual displays work in small groups towards a goal <p>SL 8.1, 8.4, 8.5</p> <p>Intro. to Literature Concepts: In this unit, students will be introduced to Literature concepts.</p> <p>August 19-August 30</p> <p>Reading:</p> <ul style="list-style-type: none"> analyze text using textual evidence to support assertions determine and analyze theme determine meaning of words and phrases both 	<p>SL.8.1</p> <ul style="list-style-type: none"> I can come prepared with key points and textual evidence to contribute to a discussion. I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others. I can track the progress of a discussion and recognize when the discussion is getting off-topic. I can make relevant observations and use my ideas and comments to further the discussion. I can review the key ideas presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others. I can describe components of discussion and decision making. <p>SL.8.4</p> <ul style="list-style-type: none"> I can identify claims/findings. I can identify appropriate eye contact, adequate volume, and clear pronunciation. I can determine salient (important/key) points and emphasize the when presenting my claims and/or findings. I can support my claims and/or findings with relevant evidence, sound valid reasoning, and well-chosen details. I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. <p>SL.8.5</p> <ul style="list-style-type: none"> I can integrate multimedia and visual displays. I can identify the parts of my presentation, including claims and evidence that could use clarification, strengthening, and/or additional interest. I can integrate appropriate media component or visual display to improve my presentation. <p>RL.8.1</p> <ul style="list-style-type: none"> I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can find explicit (specific) answers in text as well as answers that require inference. I can analyze an author's supporting evidence for both explicit (specific) and inferential questions. <p>RL.8.2</p> <ul style="list-style-type: none"> I can understand theme and the central idea of a text. I can demonstrate understanding of the literary elements (characters, setting, plot). I can summarize a text without expressing a personal opinion. I can analyze how a theme is developed over the course of a text. I can analyze a theme's relationship to the literary elements. I can compose an objective summary stating the key points of the text. <p>RL.8.4</p> <ul style="list-style-type: none"> I can define and identify various forms of figurative language. I can distinguish between literal and figurative language. I can recognize the difference between denotative meanings and connotative meanings. I can analyze why authors choose specific words to evoke a particular meaning or tone. I can define and identify analogies and allusions. I can analyze why authors choose to include particular analogies and/or allusions. <p>RL.8.5</p> <ul style="list-style-type: none"> I can compare and contrast the structures found in two or more texts. I can analyze the differing structures of two or more text. I can determine how differences affect the overall meaning and style of multiple texts.

figuratively and
connotatively
RL 8.1, 8.2, 8.4

Poetic Elements:

In this unit, elements will be interwoven into the unit of short story and the novel. Short stories include: "The Treasure of Lemon Brown", "Mother and Daughter", and "Chancas".

September 03 - 27

Reading:

- analyze text using textual evidence to support assertions
- determine and analyze theme
- determine meaning of words and phrases both figuratively and connotatively
- compare and contrast the structure of two or more texts
- analyze point of view and its effects
- analyze how modern work draw from myths, traditional stories or religious works

RL 8.5, 8.6, 8.7, 8.9, 8.10

Language:

- understand figurative language, word relationships,

- I can infer why an author chose to present his/her text using a particular structure.

RL.8.6

- I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
- I can recognize how the points of view of characters and audience or reader can be different.
- I can analyze how differing points of view can create various effects.

RL.8.9

- I can identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction.
- I can compare and contrast traditional themes, events, or characters to modern interpretations of the same themes, events, or characters.
- I can analyze and describe how authors in modern works of fiction draw on traditional themes, events, or characters and render them new.

RL.8.10

- I can identify/understand key ideas and details in literary text.
- I can identify/understand craft (author's purpose and word choice) and structure in literary text.
- I can identify/understand how knowledge and ideas work together in literary text.
- I can comprehend in literary text: key ideas and details, craft (author's purpose and word choice) and structure, and integration of knowledge and ideas at appropriate complexity.

L.8.5

- I can identify the meaning of figurative language (e.g., verbal irony, puns).
- I can recognize different types of relationships of words.
- I can recognize and define the meaning of the terms connotation and denotation (e.g. bullheaded, willful, firm, persistent, resolute).
- I can analyze and identify figures of speech (e.g. personification) and interpret meanings in context.
- I can analyze the relationship between certain words (e.g. cause/effect, part/whole, item/category) for understanding.
- I can distinguish the difference between connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute).
- I can demonstrate the relationship between words to find meaning.

RL.8.5

- I can compare and contrast the structures found in two or more texts.
- I can analyze the differing structures of two or more text.
- I can determine how differences affect the overall meaning and style of multiple texts.
- I can infer why an author chose to present his/her text using a particular structure.

RL.8.6

- I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
- I can recognize how the points of view of characters and audience or reader can be different.
- I can analyze how differing points of view can create various effects.

RL.8.6

- I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
- I can recognize how the points of view of characters and audience or reader can be different.

and nuances in word meanings

L 8.5

Story Elements

and the Novel: In this unit, students will focus on story elements and the novel. Readings will be *The Outsiders*, "The Raven", and "The Tell-Tale Heart"
October 8 - December 19

Reading:

- analyze text using textual evidence to support assertions
- determine and analyze theme
- determine meaning of words and phrases both figuratively and connotatively
- compare and contrast the structure of two or more texts
- analyze point of view and its effects
- analyze film or live production performances in relation to text
- analyze how modern work draw from myths, traditional stories or religious works

- I can analyze how differing points of view can create various effects.

RL.8.7

- I can compare and contrast a filmed or live production of a story or drama and the original text or script.
- I can recognize choices directors and actors make in portraying a story.
- I can analyze a filmed or live production of a story or drama and the original text or script.
- I can analyze how various techniques used in filmed or live production of a story or drama can add to or change the experience of the audience.

RL.8.9

- I can identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction.
- I can compare and contrast traditional themes, events, or characters to modern interpretations of the same themes, events, or characters.
- I can analyze and describe how authors in modern works of fiction draw on traditional themes, events, or characters and render them new.

RL.8.10

- I can identify/understand key ideas and details in literary text.
- I can identify/understand craft (author's purpose and word choice) and structure in literary text.
- I can identify/understand how knowledge and ideas work together in literary text.
- I can comprehend in literary text: key ideas and details, craft (author's purpose and word choice) and structure, and integration of knowledge and ideas at appropriate complexity.

RL.8.1

- I can define textual evidence.
- I can define inference and explain how a reader uses textual evidence to reach a logical conclusion.
- I can find explicit (specific) answers in text as well as answers that require inference.
- I can analyze an author's supporting evidence for both explicit (specific) and inferential questions.

RL.8.2

- I can understand theme and the central idea of a text.
- I can demonstrate understanding of the literary elements (characters, setting, plot).
- I can summarize a text without expressing a personal opinion.
- I can analyze how a theme is developed over the course of a text.
- I can analyze a theme's relationship to the literary elements.
- I can compose an objective summary stating the key points of the text.

RL.8.4

- I can define and identify various forms of figurative language.
- I can distinguish between literal and figurative language.
- I can recognize the difference between denotative meanings and connotative meanings.
- I can analyze why authors choose specific words to evoke a particular meaning or tone.
- I can define and identify analogies and allusions.
- I can analyze why authors choose to include particular analogies and/or allusions.

RL.8.5

- I can compare and contrast the structures found in two or more texts.
- I can analyze the differing structures of two or more text.

RL 8.5, 8.6, 8.7, 8.9,
8.10

Elements of
Drama/Review
of Literary
Elements and
Text Structure
R. L. 8.1-8.10
R. I. 8.1-8.10

January 03 - February
01 “The Diary of
Anne Frank”

- I can determine how differences affect the overall meaning and style of multiple texts.
- I can infer why an author chose to present his/her text using a particular structure.

RL.8.6

- I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
- I can recognize how the points of view of characters and audience or reader can be different.
 - I can analyze how differing points of view can create various effects..

RL.8.9

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L.8.5

- I can identify the meaning of figurative language (e.g., verbal irony, puns).
- I can recognize different types of relationships of words.
- I can recognize and define the meaning of the terms connotation and denotation (e.g. bullheaded, willful, firm, persistent, resolute).
- I can analyze and identify figures of speech (e.g. personification) and interpret meanings in context.
- I can analyze the relationship between certain words (e.g. cause/effect, part/whole, item/category) for understanding.
- I can distinguish the difference between connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute).
- I can demonstrate the relationship between words to find meaning.

RI.8.1

- I can recognize the difference in what is actually stated versus what is inferred in a text.
- I can provide supporting details/evidence for what is actually stated in a text.
- I can provide supporting details/evidence for what is inferred in a text.
- I can analyze an author's words and determine the textual evidence that most strongly supports both explicit (clearly stated) and inferential (inferred) ideas.

RI.8.2

- I can define central idea.
- I can determine how an author's use of details conveys two or more central ideas in a text.
- I can analyze how supporting ideas contribute to the development of central ideas over the course of a text.
- I can define summary.
 - o I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

RI.8.3

- I can explain how the individuals, events, and/or ideas in a text affect one another.
- I can analyze connections and distinctions between individuals, events, and/or ideas in a text.
- I can analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories.

RI.8.4

Informational Unit:

In this unit, students will be reading informational passages which will include different types of expository writing. (Articles, manuals, reports, procedures, etc.)

February 04 - March 1
Black History Month resources

Reading:

- cite textual evidence that supports analysis/assertions
- determine main idea and supporting details
- analyze how text makes connections among and distinctions between individuals, ideas, or events
- determine figurative, connotative and technical meanings

- I can define and identify various forms of figurative language.
- I can distinguish between literal and figurative language.
- I can recognize the difference between denotative meanings and connotative meanings.
- I can recognize words that have technical meaning and understand their purpose in a specific text.
- I can analyze why authors choose words and phrases, including analogies and allusions, to set the tone and create an overall meaning and mood for the reader.

RI.8.5

- I can identify different roles of sentences.
- I can identify the structure of a specific paragraph in an informational text.
- I can analyze and explain how the roles of particular sentences help to develop and refine the author's key concept.
- I can analyze the structure of specific sentences in developing the paragraph.

RI.8.6

- I can define point of view as how the author feels about the situation/topic of a text.
- I can determine an author's point of view and explain his/her purpose for writing the text.
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.10

- I can identify /understand key ideas and details in informational text.
- I can identify/understand craft (author's purpose, word choice) and structure in informational text.
- I can identify/understand how knowledge and ideas work together in literary text.
- I can comprehend in informational text: key ideas, details, craft and structure, integration of knowledge and ideas at appropriate complexity.

RI.8.1

- I can recognize the difference in what is actually stated versus what is inferred in a text.
- I can provide supporting details/evidence for what is actually stated in a text.
- I can provide supporting details/evidence for what is inferred in a text.
- I can analyze an author's words and determine the textual evidence that most strongly supports both explicit (clearly stated) and inferential (inferred) ideas.

RI.8.2

- I can define central idea.
- I can determine how an author's use of details conveys two or more central ideas in a text.
- I can analyze how supporting ideas contribute to the development of central ideas over the course of a text.
- I can define summary.
- I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

RI.8.3

- I can explain how the individuals, events, and/or ideas in a text affect one another.
- I can analyze connections and distinctions between individuals, events, and/or ideas in a text.
- I can analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories.

RI.8.4

- I can define and identify various forms of figurative language.
- I can distinguish between literal and figurative language.
- I can recognize the difference between denotative meanings and connotative meanings.

of words and phrases

- analyze structure of a specific paragraph in the text
- determine author's point of view
- evaluate advantages and disadvantages of using different mediums to present a topic or idea
- delineate and evaluate the argument and claims in a text
- analyze texts presenting conflicting information

RI 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.10

Argumentative Techniques:

In this unit, students will focus on reading a variety of persuasive passages.

March 04 - March 29

Nothing But the Truth

Reading:

- determine an author's point of view or purpose in a text and analyze how the author

- I can recognize words that have technical meaning and understand their purpose in a specific text.
- I can analyze why authors choose words and phrases, including analogies and allusions, to set the tone and create an overall meaning and mood for the reader.

RI.8.5

- I can identify different roles of sentences.
- I can identify the structure of a specific paragraph in an informational text.

- I can analyze and explain how the roles of particular sentences help to develop and refine the author's key concept.

- I can analyze the structure of specific sentences in developing the paragraph.

RI.8.6

- I can define point of view as how the author feels about the situation/topic of a text.
- I can determine an author's point of view and explain his/her purpose for writing the text.
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7

- I can explain how informational text is presented in different mediums.
- I can analyze a particular topic or idea and explore how authors use different mediums of presentation.
- I can evaluate the advantages and disadvantages of presenting a topic or idea in different mediums.

RI.8.8

- I can identify the side of an argument an author presents in a text.
- I can determine the credibility of the author and his/her purpose.
- I can identify claims that are supported by fact(s) and those that are opinion(s).
- I can recognize when an author introduces irrelevant evidence to his/her argument.
- I can delineate and evaluate an argument using the evidence an author provides.
- I can determine if the evidence provided is relevant and sufficient enough to support the claim.

RI.8.9

- I can recognize how two or more text can provide conflicting information on the same topic.
- I can analyze how authors interpret and emphasize different evidence when writing about the same topic.
- I can compare how two or more texts communicate the same topic.
- I can contrast how two or more texts communicate the same topic.
- I can identify where two or more texts on the same topic disagree on matters of fact or interpretation.
- I can describe how one author's interpretation of a topic can be different from another author's depending on how the facts are interpreted.

SL.8.2

- I can identify author's purpose.
 - I can identify author's motives (purpose) for the presentation of information.
 - I can analyze the purpose of information presented in diverse media and formats.
- I can evaluate the motives behind various presentations

SL.8.3

- I can define and identify a speaker's argument and claims.
- I can identify the side of an argument a speaker presents.
- I can determine the credibility of a speaker and his/her purpose.
- I can identify claims that are supported by fact(s) and those that are opinion(s).
- I can evaluate if a speaker's argument is reasonable using evidence he/she provides to support his/her claims.
- I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim.

I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument

acknowledges and responds to conflicting evidence or viewpoints

- delineate and evaluate the argument and specific claims in a text, assessing the reasons and evidence
- analyze a case in which two or more texts provide

**2019-2020 ELA WRITING
PACING GUIDE**

***The pacing included in this document is flexible, and should be adjusted as needed to meet the individual needs of your students, as well as to allow for sufficient time for assessment and re-teaching as needed.**

**Speaking and Listening:
(These will be used in
multiple units.)**

- engage in discussions using research and

SL.8.1

- I can come prepared with key points and textual evidence to contribute to a discussion.
- I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others.
- I can track the progress of a discussion and recognize when the discussion is getting off-topic.
- I can make relevant observations and use my ideas and comments to further the discussion.
- I can review the key ideas presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others.
- I can describe components of discussion and decision making.

SL.8.4

- I can identify claims/findings.
- I can identify appropriate eye contact, adequate volume, and clear pronunciation.
- I can determine salient (important/key) points and emphasize the when presenting my claims and/or findings.
- I can support my claims and/or findings with relevant evidence, sound valid reasoning, and well-chosen details.

evidence to support ideas

- present ideas with reasoning, details and evidence
- integrate multimedia and visual displays
- work in small groups towards a goal

SL 8.1, 8.4, 8.5

Writing: (These will be used in multiple units.)

- produce clear and coherent writing
- with peers and teacher, conference, revise and edit writing
- produce and publish writing
- write routinely for both extended time periods and short time periods

W 8.4, 8.5, 8.6, 8.8, 8.10

Writing: (These will be used in multiple units.)

- produce clear and coherent writing
- with peers and teacher, conference, revise and edit writing
- produce and publish writing
- write routinely for both extended time periods and short time periods

W 8.4, 8.5, 8.6, 8.8, 8.10

UNIT 1 Grammar and Language Usage

- I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5

- I can integrate multimedia and visual displays.
- I can identify the parts of my presentation, including claims and evidence that could use clarification, strengthening, and/or additional interest.

I can integrate appropriate media component or visual display to improve my presentation.

W.8.4

- I can identify the writing style that best fits my task, purpose, and audience.
- I can use prewriting structures (i.e.: graphic organizers) to develop my writing ideas.
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

W.8.5

- I can use prewriting structures (i.e.: graphic organizers) to develop my writing ideas.
- I can create a well-developed piece of writing requiring more than one draft.
- I can apply peer revision strategies to my paper.
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
- I can analyze my writing to determine if my purpose and audience have been fully addressed.
- I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

W.8.6

- I can utilize technology that will help me compose, edit, and publish my writing.
- I can determine the best specific program for presenting relationships between information and ideas.
- I can collaborate with peers, teachers, and other experts through technology to enhance my writing.

W.8.8

- I can recognize standard format for citation.
- I can determine the relevance of information gathered from print and digital sources.
- I can use search terms effectively to gather information needed to support my research.
- I can gather relevant information from multiple sources.
- I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
- I can avoid plagiarism by paraphrasing and/or summarizing my research finding.

W.8.10

- I can recognize that different writing tasks require varied time frames to complete.
- I can determine a writing format/style to fit my task, purpose, and/or audience.
- I can write for a variety of reasons.

August 14-September 01

Language: (These will be used in multiple units.)

- use standard grammar and usage when writing or speaking
- use standard capitalization, punctuation, and spelling when writing
- use correct language and conventions when writing, speaking, reading, or listening
- clarify the meaning of unknown and multiple-meaning words

use grade appropriate words for expression
L 8.1, 8.2, 8.3, 8.4, 8.6

Unit 2

Poetic Elements:

In this unit, students will be studying poetic elements.

L.8.1

- I can define and identify gerund, participle, and infinitive.
- I can explain the function of gerunds, participles, and infinitives.
- I can explain the difference between verbs in the active voice and the passive voice.
- I can create sentences with verbs in the active voice and in the passive voice.
- I can explain the difference between verbs in the indicative mood, imperative mood, interrogative mood, conditional mood, and subjunctive mood.
- I can create sentences with verbs in the indicative mood, imperative mood, interrogative mood, conditional mood, and subjunctive mood.
- I can identify and correct inappropriate shifts in verb mood.

L.8.2

- I can apply correct capitalization, punctuation, and spelling when writing.
- I can determine when to use punctuation (commas, ellipsis, dash) to indicate a pause or a break.
- I can demonstrate using commas to set off words or phrases that make a distinct break in the flow of thought.
- I can demonstrate the use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time.
- I can identify and apply an ellipsis.
- I can demonstrate the appropriate use of a dash through my writing.
- I can identify and explain a dash.
- I can recall and apply spelling rules.
- I can identify and correct misspelled words.

L.8.3

- I can explain the difference between verbs in the active voice and the passive voice.
- I can create sentences with verbs in the active voice and in the passive voice to achieve a particular effect.
- I can explain the difference between verbs in the conditional mood and subjunctive mood.
- I can create sentences with verbs in the conditional mood and subjunctive mood to achieve a particular effect.

L.8.4

- I can recognize that many words have more than one meaning.
- I can identify common, grade appropriate Greek and Latin affixes and roots.
- I can clarify the intended meaning of multiple-meaning words and phrases by its use in context.
- I can verify my inferred meaning of an unknown word by consulting reference materials.
- I can consult reference materials, both print and digital, to: find pronunciation and determine or clarify precise meaning or part of speech.
- I can determine the meaning of a word or phrase by: using context clues and using Greek and Latin affixes and roots.
- I can use a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.

L.8.6

- I can recognize the difference between general academic words and phrases and domain-specific words and phrases.
- I can acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.

**September 04 -
September 28**

Writing:

- write poetry
- draw evidence from literary text to support analysis, reflection, and research

W8.9

Language:

- understand figurative language, word relationships, and nuances in word meanings

L 8.5

Unit 3
Story Elements
and the
Narrative:

In this unit, students will focus on story elements and the structure of plot and the elements of narrative writing.

October 10 to December 19

- write narratives to develop real or imagined experiences or events
- analyze film or live production performances in relation to text

W.8.9

- I can define textual evidence.
- I can determine textual evidence that supports my analysis, reflection, and/or research.
- I can compose written responses and cite textual evidence to strengthen my analysis, reflection, and/or research.

L.8.5

- I can identify the meaning of figurative language (e.g., verbal irony, puns).
- I can recognize different types of relationships of words.
- I can recognize and define the meaning of the terms connotation and denotation (e.g. bullheaded, willful, firm, persistent, resolute).
- I can analyze and identify figures of speech (e.g. personification) and interpret meanings in context.
- I can analyze the relationship between certain words (e.g. cause/effect, part/whole, item/category) for understanding.
- I can distinguish the difference between connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute).
- I can demonstrate the relationship between words to find meaning.

RL.8.5

- I can compare and contrast the structures found in two or more texts.
- I can analyze the differing structures of two or more text.
- I can determine how differences affect the overall meaning and style of multiple texts.
- I can infer why an author chose to present his/her text using a particular structure.

RL.8.6

- I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
- I can recognize how the points of view of characters and audience or reader can be different.
- I can analyze how differing points of view can create various effects.

RL.8.7

- I can compare and contrast a filmed or live production of a story or drama and the original text or script.
- I can recognize choices directors and actors make in portraying a story.
- I can analyze a filmed or live production of a story or drama and the original text or script.
- I can analyze how various techniques used in filmed or live production of a story or drama can add to or change the experience of the audience.

RL.8.9

- I can identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction.
- I can compare and contrast traditional themes, events, or characters to modern interpretations of the same themes, events, or characters.

<ul style="list-style-type: none"> draw evidence from literary text to support analysis <p>W8.3, 8.9</p> <p>Language:</p> <ul style="list-style-type: none"> demonstrate understanding of figurative language, word relationships, and nuances in word meanings <p>L 8.5</p>	<ul style="list-style-type: none"> I can analyze and describe how authors in modern works of fiction draw on traditional themes, events, or characters and render them new. <p>RL.8.10</p> <ul style="list-style-type: none"> I can identify/understand key ideas and details in literary text. I can identify/understand craft (author's purpose and word choice) and structure in literary text. I can identify/understand how knowledge and ideas work together in literary text. I can comprehend in literary text: key ideas and details, craft (author's purpose and word choice) and structure, and integration of knowledge and ideas at appropriate complexity. <p>W.8.3</p> <ul style="list-style-type: none"> I can identify narrative and the basic parts of plot. I can engage a reader by introducing the narrator, and the event that starts the story in motion. I can use narrative techniques to develop a storyline where one event logically leads to another. I can use descriptive words and sensory details to capture the action and help my reader understand the experiences and events. I can signal changes in time and place by using transition words, phrases, and clauses to show relationships among experiences and events. I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure. <p>W.8.9</p> <ul style="list-style-type: none"> I can define textual evidence. I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and cite textual evidence to strengthen my analysis, reflection, and/or research. <p>L.8.5</p> <ul style="list-style-type: none"> I can identify the meaning of figurative language (e.g., verbal irony, puns). I can recognize different types of relationships of words. I can recognize and define the meaning of the terms connotation and denotation (e.g. bullheaded, willful, firm, persistent, resolute). <p>I can analyze and identify figures of speech (e.g. personification) and interpret meanings in context</p> <ul style="list-style-type: none"> I can analyze the relationship between certain words (e.g. cause/effect, part/whole, item/category) for understanding. I can distinguish the difference between connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute). I can demonstrate the relationship between words to find meaning. <p>RL.8.7</p> <ul style="list-style-type: none"> I can compare and contrast a filmed or live production of a story or drama and the original text or script. I can recognize choices directors and actors make in portraying a story. I can analyze a filmed or live production of a story or drama and the original text or script. I can analyze how various techniques used in filmed or live production of a story or drama can add to or change the experience of the audience. <p>RL.8.9</p> <ul style="list-style-type: none"> I can identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction.
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Unit 4

Informational Unit:

January 02 – Feb 08

Writing:

- write informative/explanatory texts to examine a topic
- conduct short research projects to answer a question
- gather relevant information from multiple print and digital sources
- draw evidence from informational texts to support analysis, reflection, and research
- write routinely over extended time frames and shorter time frames

W 8.7, 8.8, 8.9, 8.10

- I can compare and contrast traditional themes, events, or characters to modern interpretations of the same themes, events, or characters.
- I can analyze and describe how authors in modern works of fiction draw on traditional themes, events, or characters and render them new.

RL.8.10

- I can identify/understand key ideas and details in literary text.
- I can identify/understand craft (author's purpose and word choice) and structure in literary text.
- I can identify/understand how knowledge and ideas work together in literary text.
- I can comprehend in literary text: key ideas and details, craft (author's purpose and word choice) and structure, and integration of knowledge and ideas at appropriate complexity.

RI.8.2

- I can define central idea.
- I can determine how an author's use of details conveys two or more central ideas in a text.
- I can analyze how supporting ideas contribute to the development of central ideas over the course of a text.
- I can define summary.
- I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

RI.8.3

- I can explain how the individuals, events, and/or ideas in a text affect one another.
- I can analyze connections and distinctions between individuals, events, and/or ideas in a text.

I can analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories

RI.8.5

- I can identify different roles of sentences.
- I can identify the structure of a specific paragraph in an informational text.
- I can analyze and explain how the roles of particular sentences help to develop and refine the author's key concept.
- I can analyze the structure of specific sentences in developing the paragraph.

W.8.2

- I can select a topic.
- I can select relevant content for a topic.
- I can select transitions.
- I can select precise language and domain-specific vocabulary.
- I can identify formal style.

UNIT 5
Argumentative
Techniques:
February 11 - March
08

Writing:

- write arguments to support claims with clear reasons and relevant evidence

- I can select a conclusion for the topic that follows from and supports the information or explanation presented.
- I can organize ideas, concepts, and information into broader categories.
- I can write an informative/explanatory text examining a topic to: convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- I can introduce a topic previewing what is to follow.
- I can organize ideas, concepts, and information into broader categories.
- I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, other information, and examples.
- I can apply formatting, graphics, and multimedia to aid comprehension
- I can use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion.
- I can use precise language and domain-specific vocabulary.
- I can establish and maintain a formal style.
- I can provide an effective, concluding statement or section that supports the topic.

W.8.7

- I can determine reliable sources of information and apply it to my research.
- I can choose several sources (e.g., bibliographies, non-fiction text, online encyclopedias) and gather information to answer my research question.
- I can apply multiple avenues of exploration (technology, library skills, etc.) in my research.
- I can determine which facts/examples best answer a question.
- I can draw conclusions about the validity of sources.
- I can formulate questions, either verbally or written that relate to my original topic and allow for further investigation.
- I can conduct short research projects that answer questions (including self-generated questions), draw on several sources, and generate additional related focused questions that allow for multiple avenues of exploration.

W.8.8

- I can recognize standard format for citation.
- I can determine the relevance of information gathered from print and digital sources.
- I can use search terms effectively to gather information needed to support my research.
- I can gather relevant information from multiple sources.
- I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
- I can avoid plagiarism by paraphrasing and/or summarizing my research finding.

W.8.9

- I can define textual evidence.
- I can determine textual evidence that supports my analysis, reflection, and/or research.
- I can compose written responses and cite textual evidence to strengthen my analysis, reflection, and/or research.

W.8.10

- I can recognize that different writing tasks require varied time frames to complete.
- I can determine a writing format/style to fit my task, purpose, and/or audience.
- I can write for a variety of reasons.

RI.8.3

- I can explain how the individuals, events, and/or ideas in a text affect one another.
- I can analyze connections and distinctions between individuals, events, and/or ideas in a text.
- I can analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories.

W 8.1, 8.4, 8.5, 8.6, 8.7,
8.8, 8.9b, 8.10

Speaking and Listening:

- analyze purpose of information presented
- delineate a speaker's argument and specific claims

SL 8.2, 8.3, 8.4, 8.5, 8.6

SL.8.2

- I can identify author's purpose.
- I can identify author's motives (purpose) for the presentation of information.
- I can analyze the purpose of information presented in diverse media and formats.

I can evaluate the motives behind various presentations

SL.8.3

- I can define and identify a speaker's argument and claims.
- I can identify the side of an argument a speaker presents.
- I can determine the credibility of a speaker and his/her purpose.
- I can identify claims that are supported by fact(s) and those that are opinion(s).
- I can evaluate if a speaker's argument is reasonable using evidence he/she provides to support his/her claims.
- I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim.

I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument

SL.8.4

- I can identify claims/findings.
- I can identify appropriate eye contact, adequate volume, and clear pronunciation.
- I can determine salient (important/key) points and emphasize the when presenting my claims and/or findings.
- I can support my claims and/or findings with relevant evidence, sound valid reasoning, and well-chosen details.
- I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5

- I can integrate multimedia and visual displays.
- I can identify the parts of my presentation, including claims and evidence that could use clarification, strengthening, and/or additional interest.
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SL.8.6

- I can describe the qualities of formal speech.
- I can identify various reasons for speaking.
- I can determine speaking task that will require a formal structure.
- I can compose a formal speech that demonstrates a command of grade 8 Language standards.

RI.8.8

- I can identify the side of an argument an author presents in a text.
- I can determine the credibility of the author and his/her purpose.
- I can identify claims that are supported by fact(s) and those that are opinion(s).
- I can recognize when an author introduces irrelevant evidence to his/her argument.
- I can delineate and evaluate an argument using the evidence an author provides.
- I can determine if the evidence provided is relevant and sufficient enough to support the claim.

RI.8.9

- I can recognize how two or more text can provide conflicting information on the same topic.
- I can analyze how authors interpret and emphasize different evidence when writing about the same topic.
- I can compare how two or more texts communicate the same topic.
- I can contrast how two or more texts communicate the same topic.
- I can identify where two or more texts on the same topic disagree on matters of fact or interpretation.
- I can describe how one author's interpretation of a topic can be different from another author's depending on how the facts are interpreted.

MARCH 11 - MAY 3

W.8.1

- I can identify a topic that causes or has caused a debate in society.
- I can choose a side of the argument and identify reasons that support my choice.
- I can determine the credibility of a source and the accuracy of the details presented in the source.
- I can support my argument with textual evidence found in credible sources.
- I can acknowledge counterclaims in my argument.
- I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.

W.8.4

- I can identify the writing style that best fits my task, purpose, and audience.
- I can use prewriting structures (i.e.: graphic organizers) to develop my writing ideas.
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

W.8.5

- I can use prewriting structures (i.e.: graphic organizers) to develop my writing ideas.
- I can create a well-developed piece of writing requiring more than one draft.
- I can apply peer revision strategies to my paper.
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
- I can analyze my writing to determine if my purpose and audience have been fully addressed.
- I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

W.8.6

- I can utilize technology that will help me compose, edit, and publish my writing.
- I can determine the best specific program for presenting relationships between information and ideas.
- I can collaborate with peers, teachers, and other experts through technology to enhance my writing.

W.8.7

- I can determine reliable sources of information and apply it to my research.
- I can choose several sources (e.g., bibliographies, non-fiction text, online encyclopedias) and gather information to answer my research question.
- I can apply multiple avenues of exploration (technology, library skills, etc.) in my research.
- I can determine which facts/examples best answer a question.
- I can draw conclusions about the validity of sources.
- I can formulate questions, either verbally or written that relate to my original topic and allow for further investigation.
- I can conduct short research projects that answer questions (including self-generated questions), draw on several sources, and generate additional related focused questions that allow for multiple avenues of exploration.

W.8.8

- I can recognize standard format for citation.
- I can determine the relevance of information gathered from print and digital sources.
- I can use search terms effectively to gather information needed to support my research.
- I can gather relevant information from multiple sources.
- I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
- I can avoid plagiarism by paraphrasing and/or summarizing my research finding.

W.8.9

- I can define textual evidence.
- I can determine textual evidence that supports my analysis, reflection, and/or research.
- I can compose written responses and cite textual evidence to strengthen my analysis, reflection, and/or research.

W.8.10

- I can recognize that different writing tasks require varied time frames to complete.
- I can determine a writing format/style to fit my task, purpose, and/or audience.
- I can write for a variety of reasons.

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W.8.2

- I can select a topic.
- I can select relevant content for a topic.
- I can select transitions.
- I can select precise language and domain-specific vocabulary.
- I can identify formal style.
- I can select a conclusion for the topic that follows from and supports the information or explanation presented.
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 - I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
- I can analyze my writing to determine if my purpose and audience have been fully addressed

W.8.9

- | | |
|--|---|
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| | <p>.</p> |

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|--|---|
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				<i>Rectangular Numbers, Triangle Patterns</i>