

Grade 8	Unit 1: Stealing Freedom Collaboration with Social Studies		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What was the Underground Railroad?</p> <p>2. What were some conflicts that runaway slaves could've faced?</p> <p>3. How has slavery affected life today?</p> <p>4. How did our local area play a role in the Underground Railroad?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA 8 –R-1 read and understand a variety of materials, making connections to students’ lives, to real world issues, and/or to current events.</i> <input type="checkbox"/> <i>ELA 8-R-2 apply an understanding of literary elements (e.g., characters, setting, conflict/ resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</i> <input type="checkbox"/> <i>ELA-8-R-8 interpret how meaning is influenced by authors’ use of language including dialect, word choice, and sentence structure.</i> <input type="checkbox"/> <i>ELA-8-W-1 respond to materials read and concerns relevant to students’ lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-2.0.4 Students will locate key ideas or information in a passage. DOK 1 <input type="checkbox"/> RD-O8-2.0.6 Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage. <input type="checkbox"/> RD-O8-3.0.1 Students will analyze the relationship between a speaker’s or character’s motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 	<ul style="list-style-type: none"> <input type="checkbox"/> Setting <input type="checkbox"/> Novel <input type="checkbox"/> Point of View <input type="checkbox"/> Theme <input type="checkbox"/> Point of View <input type="checkbox"/> Summarize <input type="checkbox"/> Conflict <input type="checkbox"/> Plot <input type="checkbox"/> Real-World Issues <input type="checkbox"/> Reflect <input type="checkbox"/> Compare <input type="checkbox"/> Contrast 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and Contrast information from the novel to actual historical events through class discussions and Venn diagram. DOK 4 <input type="checkbox"/> Learn new vocabulary words through study of the words, how they are used, and vocabulary practice. DOK <input type="checkbox"/> Look at a runaway slave advertisement and answer discussion question. DOK 3 <input type="checkbox"/> Use those vocabulary words in written assignments and class participation discussions. DOK 3 <input type="checkbox"/> Analyze actions and thoughts of main character with events in the novel by answering higher order thinking questions in a study guide format. DOK 3 <input type="checkbox"/> Look at how the author used elements of fiction, word choice, sentence style, and sensory details to create atmosphere by analyzing sections from the novel. DOK 1 <input type="checkbox"/> Students analyze your how their life would change as an escaped slave and write journal entries as an escaped slave. DOK 3 <input type="checkbox"/> Analyze Charles T. Webber’s painting, The Underground Railroad. Engage in class discussion about freedom. DOK 3 <input type="checkbox"/> <u>Reflect on reading and answer questions: short answer, multiple choice, and open response. DOK 3</u> <input type="checkbox"/> <u>Take CATS like assessment on the novel, includes multiple choice and open response question. DOK 3</u>

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	<ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-3.0.3 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 <input type="checkbox"/> RD-O8-5.0.2 Students will interpret the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3 <input type="checkbox"/> RD-O8-5.0.6 Students will compare and contrast elements, views, ideas or events presented in one or more passages. 		

Grade 8	Unit 2: Poetry		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What are different forms of poetry and how are they written? 2. Who are some famous poets and how did they contribute to the genre? 3. How are poetic devices and figurative language used in the genre of poetry? 4. What makes poetry different 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-R-8 interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</i> <input type="checkbox"/> <i>ELA-8-W-2 access technology and other resources to learn and to write, developing independent ideas, synthesizing information to support ideas, and using appropriate source citations.</i> <input type="checkbox"/> <i>ELA-8-W-7 critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> <input type="checkbox"/> AH (1.2, 2.23) Explain how an author uses the elements of literature (plot and structure, characters, setting, point of view, language and style, and theme) to create literary work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Alliteration <input type="checkbox"/> Assonance <input type="checkbox"/> Imagery <input type="checkbox"/> Metaphor <input type="checkbox"/> Mood <input type="checkbox"/> Onomatopoeia <input type="checkbox"/> Personification <input type="checkbox"/> Point of View <input type="checkbox"/> Repetition <input type="checkbox"/> Rhyme <input type="checkbox"/> Rhetorical Question <input type="checkbox"/> Simile <input type="checkbox"/> Stanza <input type="checkbox"/> Theme <input type="checkbox"/> Tone <input type="checkbox"/> Couplet <input type="checkbox"/> Triplet <input type="checkbox"/> Cinquain <input type="checkbox"/> Haiku <input type="checkbox"/> Quatrain <input type="checkbox"/> Sonnet 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore a poetry web quest online and answer questions about poetic devices. DOK 2 <input type="checkbox"/> Learn the meanings of figurative language and poetic devices through examples, practice, and writing them in their own poems. DOK 2 <input type="checkbox"/> Read and analyze various forms of poetry: haiku, free verse, cinquain, sonnets etc. DOK 2 <input type="checkbox"/> Discuss how poetry is different from other writing genres and make a graphic organizer exemplifying the types of poetry. DOK 2 <input type="checkbox"/> <u>Write various forms of poetry by using the writing process for pleasure and portfolio use WP-Literary.</u> DOK 2 <input type="checkbox"/> Analyze several forms of poetry by individual and class readings, and reflect on the author's style and word choice. DOK 3

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from other genres?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-2.0.2 Students will identify and explain the characteristics of short stories, novels, poetry or plays. DOK 2 <input type="checkbox"/> RD-O8-2.0.5 Students will paraphrase information from a paragraph, a section of a passage or an entire passage. DOK 2 <input type="checkbox"/> RD-O8-2.0.7 Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read. DOK 3 <input type="checkbox"/> RD-O8-3.0.4 Students will analyze the use of details that support the main idea or explain their importance in a passage. DOK 3 <input type="checkbox"/> RD-O8-5.0.3 Students will identify and explain the use of literary devices (e.g., symbolism, irony, analogies, imagery, foreshadowing, figurative language). DOK 3 <input type="checkbox"/> RD-O8-5.0.4 Students will analyze the author’s use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). <input type="checkbox"/> WR-08-1.1.2 In Personal Expressive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate the significance of the writer’s life experience by narrating about life events, relationships, or central ideas. <input type="checkbox"/> Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay). <input type="checkbox"/> Students will sustain point of view. <input type="checkbox"/> Students will sustain a suitable tone or appropriate voice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Poetic Devices <input type="checkbox"/> Poetry <input type="checkbox"/> Figurative Language <input type="checkbox"/> Hyperbole <input type="checkbox"/> Predictions <input type="checkbox"/> Conclusions 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Take multiple choice, short answer and open response, assessment on the different forms of poetry and poetic devices. DOK 2</u>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> WR-08-1.2.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate theme/main idea through use of literary elements appropriate to the genre: <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate. <input type="checkbox"/> Students will develop plot/story line appropriate to the form. <input type="checkbox"/> Students will develop an appropriate setting, mood, scene, image, feeling, or story line. <input type="checkbox"/> Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate. <input type="checkbox"/> Students will incorporate reflection or insight. <input type="checkbox"/> WR-08-2.3.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader. <input type="checkbox"/> Students will communicate ideas and details in meaningful order. <input type="checkbox"/> Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate. <input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader. <input type="checkbox"/> Students will apply paragraphs effectively. <input type="checkbox"/> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and 		

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	<p>shape.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will create conclusions effectively. <input type="checkbox"/> WR-M-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate <input type="checkbox"/> WR-08-2.4.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop sentences of various structures and lengths throughout the piece. <input type="checkbox"/> Students will develop complete sentences or apply unconventional structures when appropriate. <input type="checkbox"/> WR-08-2.4.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop sentences of various structures and lengths throughout the piece. <input type="checkbox"/> Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate. <input type="checkbox"/> Students will arrange poetic language in meaningful order. <input type="checkbox"/> Students will apply poetic line breaks effectively. <input type="checkbox"/> WR-08-3.5.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect. 		

Grade 8	Unit 2: Poetry		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will incorporate language based on economy, precision, richness, or impact on the reader. <input type="checkbox"/> Students will develop ideas through descriptive or figurative language. 		

Grade 8	Unit 3: Propaganda/ Persuasive Techniques		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What is propaganda? 2. What are some types of advertising techniques and why do companies and advertisers use these techniques? 3. What are different forms of persuasion? 4. Why do people need to be aware of propaganda and persuasive techniques? 5. Where do we encounter propaganda on 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-R-1 read and understand a variety of materials, making connections to students’ lives, to real world issues, and/or to current events.</i> <input type="checkbox"/> <i>ELA-8-R- 5 identify and analyze authors’ positions, main ideas, and techniques of support in persuasive materials.</i> <input type="checkbox"/> <i>ELA-8-W-1 respond to materials read and concerns relevant to students’ lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-1.0.4 Students will formulate questions to guide reading. <input type="checkbox"/> RD-O8-1.0.5 Students will scan to find key information. <input type="checkbox"/> RD-O8-1.0.7 Students will interpret literal and non-literal meanings of words or phrases based on context. DOK 2 <input type="checkbox"/> RD-O8-1.0.8 Students will interpret the 	<ul style="list-style-type: none"> <input type="checkbox"/> Propaganda <input type="checkbox"/> Slogan <input type="checkbox"/> Bandwagon <input type="checkbox"/> Repetition <input type="checkbox"/> Celebrity Endorsement <input type="checkbox"/> Free and Bargain <input type="checkbox"/> Misinformation <input type="checkbox"/> Brand Name <input type="checkbox"/> Sex Appeal <input type="checkbox"/> Quality Claims <input type="checkbox"/> Comparisons <input type="checkbox"/> Testimonial <input type="checkbox"/> Bias <input type="checkbox"/> Statistics <input type="checkbox"/> Expert Opinion <input type="checkbox"/> Argument <input type="checkbox"/> Analyze <input type="checkbox"/> Generalizations <input type="checkbox"/> Skim/Scan <input type="checkbox"/> Persuasive <input type="checkbox"/> Evaluate 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and discuss familiar advertising symbols/ slogans from our media today by scanning to find the information. DOK 1 <input type="checkbox"/> Classify different types of propaganda based on the goals of the advertiser and formulating questions about the advertisements. DOK 1 <input type="checkbox"/> Look at magazines and pick and choose different types of advertisements. Then describe how they use persuasive techniques. DOK 2 <input type="checkbox"/> Analyze real advertisements and commercials on video and discuss what types of propaganda they use. . DOK 2 <input type="checkbox"/> Create impromptu commercials using knowledge of propaganda. DOK 3 <input type="checkbox"/> Fill out graphic organizer for the vocab. word “propaganda” and the eight types studied using the FRAYER MODEL for vocabulary. DOK 2 <input type="checkbox"/> Watch and analyze video called “Psycho Sell” on how advertising appeals to people mentally and answer Higher Order Thinking Questions on the information. DOK 2

Grade 8	Unit 3: Propaganda/ Persuasive Techniques		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>an everyday basis and how can students create it?</p>	<p>meaning of jargon, dialect or specialized vocabulary used in a passage. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-3.0.8 Students will explain an author’s argument or identify evidence from the passage to support the author’s argument. DOK 3 <input type="checkbox"/> RD-O8-3.0.9 Students will identify persuasive techniques (e.g., expert opinion, logical/emotional/ethical appeal, repetition, rhetorical question allusion) or propaganda techniques (e.g., testimonial, bandwagon, personal attack) or explain how each is used. DOK 2 <input type="checkbox"/> RD-O8-5.0.5 Students will evaluate author’s word choice, style, content or use of literary elements. DOK 3 <input type="checkbox"/> RD-O8-5.0.7 Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. <input type="checkbox"/> WR-08-1.2.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate relevant information to clarify and justify a specific purpose. <input type="checkbox"/> Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals). <input type="checkbox"/> Students will develop explanations to support the writer’s purpose. <input type="checkbox"/> Students will apply research to support ideas with facts and opinions. <input type="checkbox"/> Students will incorporate persuasive techniques (e.g., expert opinion, emotional/logical/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon, personal attacks) when appropriate. 		<ul style="list-style-type: none"> <input type="checkbox"/> Work in groups to create an original commercial with slogan and at least one type of propaganda and by using the rubric provided. Perform commercial in front of class. DOK 3 <input type="checkbox"/> <u>Take written assessment on propaganda: CATS LIKE.</u> DOK 2 <input type="checkbox"/> <u>Write Persuasive Paper to Parents using techniques.</u> DOK 3

Grade 8	Unit 4: Preparing for the Real World		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What are the common traits of successful people? 2. What are the traditional forms, organizational features, and text features of real world documents? 3. What are the meanings of workplace jargon? 4. Why is it important to use these documents accurately? 5. Why is good communication so important? 6. What are your career options? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-W-1 respond to materials read and concerns relevant to students' lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</i> <input type="checkbox"/> <i>ELA-8-R-1 read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events.</i> <input type="checkbox"/> <i>ELA-8-R-3 analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.</i> <input type="checkbox"/> <i>ELA-8-R-4 evaluate the effectiveness of techniques and organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials to enhance understanding and to complete tasks.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-1.0.6 Students will skim to get the general meaning of a passage. <input type="checkbox"/> RD-O8-3.07 Students will identify or explain an author's position based on evidence in a passage. <input type="checkbox"/> RD-O8-5.0.7 Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage. <input type="checkbox"/> RD-O8-5.0.8 Students will explain or 	<ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Jargon <input type="checkbox"/> Information <input type="checkbox"/> Subheading <input type="checkbox"/> Bullets <input type="checkbox"/> White Space <input type="checkbox"/> Charts <input type="checkbox"/> Diagrams <input type="checkbox"/> Captions 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze a variety of workplace forms, and paperwork and use those forms correctly. DOK 3 <input type="checkbox"/> Discuss the layout and specialized vocabulary contained within each one. DOK 3 <input type="checkbox"/> Read book, <u>Teenagers Preparing for the Real World</u> and answer discussion questions on what is read. DOK 2 <input type="checkbox"/> Analyze wage earning of dropouts compared to others. DOK 1 <input type="checkbox"/> Answer CATS like multiple-choice test over the book. DOK 2 <input type="checkbox"/> <u>Answer CATS like open response question about workplace writing.</u> DOK 2

Grade 8	Unit 4: Preparing for the Real World		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, and captions) enhances the reader’s understanding of a passage. DOK 3		

Grade 8	Unit 5: Diary of Anne Frank: The Play Dramas		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are the various elements of drama used in plays?</p> <p>2. What makes drama different from other genres?</p> <p>3. What was the Holocaust and when did it occur? What effects did the Holocaust have on the lives of those in the play?</p> <p>4. Why has Anne Frank’s diary survived as an important literary work?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-R-1 read and understand a variety of materials, making connections to students’ lives, to real world issues, and/or to current events.</i> <input type="checkbox"/> <i>ELA-8-R-2 apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</i> <input type="checkbox"/> <i>ELA-8-W-1 respond to materials read and concerns relevant to students’ lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-2.0.1 Students will explain the main idea of a passage. DOK 3 <input type="checkbox"/> RD-O8-2.0.2 Students will identify and explain the characteristics of short stories, novels, poetry or plays. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Set <input type="checkbox"/> Props <input type="checkbox"/> Playwright <input type="checkbox"/> Synopsis <input type="checkbox"/> Monologue <input type="checkbox"/> Soliloquy <input type="checkbox"/> Pantomime <input type="checkbox"/> Characters <input type="checkbox"/> Conflict <input type="checkbox"/> Resolution <input type="checkbox"/> Theme <input type="checkbox"/> Diary <input type="checkbox"/> Flashback <input type="checkbox"/> Foreshadow <input type="checkbox"/> Drama 	<ul style="list-style-type: none"> <input type="checkbox"/> Watch and analyze video on the Holocaust to establish background knowledge and answer open response question. DOK 3 <input type="checkbox"/> Analyze photos online from concentration camps and discuss the realities of WWII. How does it affect students’ emotions? DOK 3 <input type="checkbox"/> Read a modern version of Shakespeare’s A Midsummer Night’s Dream. DOK 3 <input type="checkbox"/> Interpret Drama Vocabulary as it pertains to this play and use drama vocabulary in questions about the play. DOK 2 <input type="checkbox"/> Answer and analyze higher order thinking guide questions on the play in a study guide format. DOK 3 <input type="checkbox"/> Read drama aloud; alternating parts in the play while students utilize drama performance techniques. DOK 2 <input type="checkbox"/> Compare and contrast the play to actual events during the Holocaust. DOK 3 <input type="checkbox"/> <u>Take written assessment on elements of drama: CATS- multiple choice and open response format. DOK 2</u>

Grade 8	Unit 5: Diary of Anne Frank: The Play Dramas		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-3.0.1 Students will analyze the relationship between a speaker’s or character’s motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 <input type="checkbox"/> RD-O8-3.0.2 Students will identify or explain an author’s purpose in a passage. DOK 2 <input type="checkbox"/> RD-O8-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage. <input type="checkbox"/> WR-M-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified, and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form <input type="checkbox"/> WR-08-1.2.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate theme/main idea through use of literary elements appropriate to the genre: <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate. <input type="checkbox"/> Students will develop plot/story line appropriate to the form. <input type="checkbox"/> Students will develop an appropriate setting, mood, scene, image, feeling, or story line. 		<ul style="list-style-type: none"> <input type="checkbox"/> <u>Students write a script of their own utilizing the elements of drama. WP- Literary. DOK 3</u>

Grade 8	Unit 5: Diary of Anne Frank: The Play Dramas		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate. <input type="checkbox"/> Students will incorporate reflection or insight. <input type="checkbox"/> WR-08-2.4.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop sentences of various structures and lengths throughout the piece. <input type="checkbox"/> Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate. <input type="checkbox"/> Students will arrange language in meaningful order. <input type="checkbox"/> WR-08-3.5.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect. <input type="checkbox"/> Students will incorporate language based on economy, precision, richness, or impact on the reader. <input type="checkbox"/> Students will develop ideas through descriptive or figurative language. 		

Grade 8	Unit 6: Building Vocabulary		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
1. Why is a large vocabulary important?	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-1.0.1 Students will apply knowledge of synonyms or antonyms to comprehend a passage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Synonym <input type="checkbox"/> Antonym <input type="checkbox"/> Context clues <input type="checkbox"/> Examples 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will compare/contrast using several techniques including the Venn Diagram and Tables. DOK 3 <input type="checkbox"/> They do activities using homonyms, homophone, and

Grade 8	Unit 6: Building Vocabulary		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>2. What are some techniques to build your vocab?</p> <p>3. What are some commonly misused words?</p> <p>4. What are some commonly misspelled words?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-1.0.2 Students will select, based on context, the appropriate meaning for a word that has multiple meanings. DOK 2 <input type="checkbox"/> RD-O8-1.0.3 Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage. <input type="checkbox"/> RD-O8-1.0.7 Students will interpret literal and non-literal meanings of words or phrases based on context. DOK 2 <input type="checkbox"/> RD-O8-5.0.9 Students will analyze the organizational patterns (cause and effect, comparison, contrast, sequence, generalizations) in a passage. <p>Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.11.23-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words. DOK 1 <input type="checkbox"/> WR-08-4.11.24-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words. DOK 1 <input type="checkbox"/> WR-08-4.11.25-Students will apply knowledge of spelling patterns, generalizations and rules to contractions. DOK 1 <input type="checkbox"/> WR-08-4.11.26-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings. DOK 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Comparison <input type="checkbox"/> Contrast <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Definition <input type="checkbox"/> Homonyms <input type="checkbox"/> Homophones <input type="checkbox"/> Homographs <input type="checkbox"/> Connotation <input type="checkbox"/> Denotation <input type="checkbox"/> Prefix <input type="checkbox"/> Suffix 	<p>homographs in order to complete a task. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will do assignments using prefixes, suffixes, and roots in order to complete a task. DOK 2 <input type="checkbox"/> Students list synonyms and antonyms for words in order to complete a task. DOK 2 <input type="checkbox"/> Students will use word parts in order to understand the meanings of new words. DOK 2 <input type="checkbox"/> Students will interpret literal and non-literal meanings by using context clues. DOK 2 <input type="checkbox"/> Students will practice the daily use of commonly misspelled words and commonly misused words. DOK 1

Grade 8	Unit 7: Flowers for Algernon: A short story		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<u>Program of Studies</u>		

Grade 8	Unit 7: Flowers for Algernon: A short story		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies and Core Content</i>	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What makes fiction different from other genres?</p> <p>2. How are the elements of fiction used in short stories?</p> <p>3. What are some specific vocabulary used when dealing with the learning disabled?</p> <p>4. How did the author use word choice and sentence style to create a character and what is the theme of this story?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-R-1 read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events.</i> <input type="checkbox"/> <i>ELA-8-R-2 apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</i> <input type="checkbox"/> <i>ELA-8-R-3 analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.</i> <input type="checkbox"/> <i>ELA-8-R-8 interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</i> <input type="checkbox"/> <i>ELA-8-W-1 respond to materials read and concerns relevant to students' lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</i> <input type="checkbox"/> <i>ELA-8-W-5 write personal pieces to communicate ideas.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-1.0.8 Students will interpret the meaning of jargon, dialect or specialized vocabulary used in a passage. DOK 2 <input type="checkbox"/> RD-O8-2.0.2 Students will identify and 	<ul style="list-style-type: none"> <input type="checkbox"/> Short story <input type="checkbox"/> Characterization <input type="checkbox"/> Plot <input type="checkbox"/> Conflict <input type="checkbox"/> Climax <input type="checkbox"/> Resolution <input type="checkbox"/> Dialogue <input type="checkbox"/> Dialect <input type="checkbox"/> Foreshadow <input type="checkbox"/> Symbolism 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on reading and answer higher order thinking questions in a study guide format and analyze the elements of fiction as they are used in this story. DOK 2 <input type="checkbox"/> Discuss the differences between fiction and other types of writing. DOK 2 <input type="checkbox"/> Read information reading on psychiatric tests as they pertain to the story such as the Rorschach test and as a result, students create their own inkblots using paint and paper. DOK 3 <input type="checkbox"/> Choose an activity based on multiple intelligences that analyzes their own inkblot and complete the assignment. DOK 3 <input type="checkbox"/> Analyze various types of information on learning disabilities and compile information in order to complete tasks such as discussion questions. DOK 2 <input type="checkbox"/> Learn new and specialized vocabulary from the story and also from informational articles by using that vocabulary in classroom activities and assignments. DOK 2 <input type="checkbox"/> <u>Watch video version of the story: compare and contrast the movie to the short story.</u> DOK 2 <input type="checkbox"/> <u>Take written assessment: open response, multiple choice, and short answer: CATS like assessment.</u> DOK 2

Grade 8	Unit 7: Flowers for Algernon: A short story		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>explain the characteristics of short stories, novels, poetry or plays. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-2.0.6 Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage. <input type="checkbox"/> RD-O8-3.0.1 Students will analyze the relationship between a speaker’s or character’s motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 <input type="checkbox"/> RD-O8-3.0.3 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 <input type="checkbox"/> RD-O8-5.0.5 Students will evaluate author’s word choice, style, content or use of literary elements. DOK 3 		

Grade 8	Unit 8: Holes: A novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. How are the elements of fiction used in this novel?</p> <p>2. What are plot, climax, setting, characters, conflict, complications, and resolution?</p> <p>3. How does the author achieve a</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-W-1 respond to materials read and concerns relevant to students’ lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional supporting Academic Expectations 1.10, 5.1, 6.3).</i> <input type="checkbox"/> <i>ELA-8-W-2 access technology and other resources to learn and to write, developing independent ideas, synthesizing information to support ideas, and using appropriate source citations.</i> <input type="checkbox"/> <i>ELA-8-W-3 write transactive pieces (writing produced for authentic purposes and</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Plot <input type="checkbox"/> Characters <input type="checkbox"/> Setting <input type="checkbox"/> Conflicts <input type="checkbox"/> Internal <input type="checkbox"/> External <input type="checkbox"/> Fiction <input type="checkbox"/> Brochure <input type="checkbox"/> Newsletter 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and analyze fictional novel, <i>Holes</i> and events that happen in the plot. DOK 2 <input type="checkbox"/> Learn vocabulary words from the novel by completing vocabulary practice and playing vocabulary bingo. DOK 2 <input type="checkbox"/> Use new vocabulary in everyday speaking, class discussions, and written assignments. DOK 2 <input type="checkbox"/> Analyze and answer higher order thinking questions about the novel and elements of fiction, using Bloom’s Taxonomy. DOK 3

Grade 8	Unit 8: Holes: A novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>tie between characters and the plot?</p> <p>4. What is bullying and how does it affect my life?</p> <p>5. What is the Newberry Award?</p>	<p><i>audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about literature, issues, and events relevant to students' lives.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-W-7 critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> <input type="checkbox"/> <i>ELA-8-R-2 apply an understanding of literary elements (e.g., characters, setting, conflict/ resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</i> <input type="checkbox"/> <i>AH 5.1.31 analyze the characters' actions, considering their situations and basic motivations. (1.2, 2.24, 2.25)</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-2.0.2 Students will identify and explain the characteristics of short stories, novels, poetry or plays. DOK 2 <input type="checkbox"/> RD-O8-3.0.1 Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 <input type="checkbox"/> RD-08.3.0.3 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 <input type="checkbox"/> RD-O8-3.0.4 Students will analyze the use of details that support the main idea or explain their importance in a passage. DOK 3 		<ul style="list-style-type: none"> <input type="checkbox"/> Answer one open response questions about bullies, applying it to one's own life. DOK 3 <input type="checkbox"/> Examine how the main character is bullied in the novel and apply to students' own lives. DOK 3 <input type="checkbox"/> Students analyze the plot and other elements of fiction as they pertain to the novel and make plot outline using setting, characters, conflicts, climax and resolution. DOK 2 <input type="checkbox"/> <u>Take CATS like objective and higher order thinking test in groups.</u> DOK 2 <input type="checkbox"/> <u>Create a brochure or newsletter of their "own Camp Green Lake" WP-transactive.</u> DOK 3

Grade 8	Unit 8: Holes: A novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> WR-08-1.1.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate a purpose through informing, persuading, or analyzing. <input type="checkbox"/> Students will develop an effective angle to achieve purpose. <input type="checkbox"/> Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece. <input type="checkbox"/> Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech). <input type="checkbox"/> Students will sustain a suitable tone. <input type="checkbox"/> Students will allow voice to emerge when appropriate. <input type="checkbox"/> WR-M-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <input type="checkbox"/> WR-08-2.3.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will establish a context for reading. <input type="checkbox"/> Students will apply the accepted format of the genre. <input type="checkbox"/> Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, 		

Grade 8	Unit 8: Holes: A novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>comparison/contrast, description, sequence) to achieve purpose.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details. <input type="checkbox"/> Students will apply paragraphing effectively. <input type="checkbox"/> Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate. <input type="checkbox"/> Students will create conclusions effectively. <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-2.4.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop complete, concise sentences or apply unconventional structures when appropriate. <input type="checkbox"/> WR-08-3.5.3 In Transactive Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will adhere to standard guidelines for usage and grammar. <input type="checkbox"/> Students will apply precise word choice. <input type="checkbox"/> Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience. <input type="checkbox"/> WR-M-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct spelling <input type="checkbox"/> Applying correct punctuation <input type="checkbox"/> Applying correct capitalization <input type="checkbox"/> Incorporating acceptable departure from standard correctness to enhance meaning when appropriate <input type="checkbox"/> Incorporating appropriate documentation of ideas and information from outside sources (e.g., 		

Grade 8	Unit 8: Holes: A novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	citing authors or titles within the text, listing sources) DOK 2		

Grade 8	Unit 9: Out of the Dust: A Novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<ol style="list-style-type: none"> 1. What was the Dust Bowl and where did it occur? 2. How did the Dust Bowl and Depression affect people's lives? 3. How are literary elements used in the novel? 4. What is free verse poetry? 5. How does free verse poetry add to the novel? 6. What is symbolism? And What items in the novel are symbols? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-R-1 read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events.</i> <input type="checkbox"/> <i>ELA-8-R-2 apply an understanding of literary elements (e.g., characters, setting, conflict/resolution, theme, point of view), techniques (e.g., figurative language, foreshadowing, characterization), and styles to interpret different genres (e.g., novels, essays, short stories, poetry, drama).</i> <input type="checkbox"/> <i>ELA-8-R-3 analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions.</i> <input type="checkbox"/> <i>ELA-8-R-5 identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials.</i> <input type="checkbox"/> <i>ELA-8-R-8 interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure.</i> <input type="checkbox"/> <i>ELA-8-W-1 respond to materials read and concerns relevant to students' lives and the lives of others in society through applying writing-to-learn strategies and writing-to-demonstrate-learning strategies (additional</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Atmosphere <input type="checkbox"/> Setting <input type="checkbox"/> Characters <input type="checkbox"/> Climax <input type="checkbox"/> Conflict <input type="checkbox"/> Dialogue <input type="checkbox"/> Plot <input type="checkbox"/> Point of view <input type="checkbox"/> Resolution <input type="checkbox"/> Symbolism <input type="checkbox"/> Theme 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate what free verse poetry is and how to write it by analyzing the form written by various authors. DOK 4 <input type="checkbox"/> Write several examples free verse poetry. DOK 3 <input type="checkbox"/> Read and analyze historical fiction novel, <i>Out of the Dust</i> that is written in free verse poetry. DOK 2 <input type="checkbox"/> Watch informational video on the dust bowl and answer higher order questions on that time period. DOK 3 <input type="checkbox"/> Examine how the Dust Bowl and The Depression affected peoples' lives by answering discussion questions. DOK 3 <input type="checkbox"/> Examine literary elements used in the novel such as symbolism, dialect, and characters and their impact on the novel. DOK 2 <input type="checkbox"/> Learn new vocabulary from the novel by doing vocabulary activities such a bingo, vocab. Practice worksheets and using them in class discussions. DOK 2 <input type="checkbox"/> Answer at least one on demand writing assignment on the novel and Dust Bowl culture. DOK 3 <input type="checkbox"/> Listen and evaluate culturally relevant songs recorded during that time by Woody Guthrie "Dust Bowl Ballads" to answer open response. DOK 3

Grade 8	Unit 9: Out of the Dust: A Novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
<p>7. What is dialect and how is it used?</p>	<p><i>supporting Academic Expectations 1.10, 5.1, 6.3).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-8-W-4 write literary pieces reflecting elements of genres read and techniques, styles, themes, and topics of accomplished writers.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-O8-1.0.8 Students will interpret the meaning of jargon, dialect or specialized vocabulary used in a passage. DOK 2 <input type="checkbox"/> RD-O8-3.0.1 Students will analyze the relationship between a speaker’s or character’s motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 <input type="checkbox"/> RD-O8-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world), and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). <input type="checkbox"/> RD-O8-5.0.1 Students will explain the interrelationships (themes, ideas, concepts) that are developed in more than one literary work. <input type="checkbox"/> WR-08-1.1.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will evaluate personal progress toward meeting goals in literacy skills. <input type="checkbox"/> Students will address needs of the intended audience. <input type="checkbox"/> Students will sustain a suitable tone or appropriate voice. <input type="checkbox"/> WR-08-2.3.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader. 		<p><i>Student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will write reflective pieces such as journal entries based on the experiences that they learn about. The “Okie”, the “Migrant,” the “Destitute,” and the farmer. DOK 3 <input type="checkbox"/> <u>Take assessment: CATS like format. DOK 2</u>

Grade 8	Unit 9: Out of the Dust: A Novel		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate ideas and details in meaningful order. <input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader. <input type="checkbox"/> Students will apply paragraphing effectively. <input type="checkbox"/> Students will create conclusions effectively. <input type="checkbox"/> WR-08-2.4.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop sentences of various structures and lengths throughout the piece. <input type="checkbox"/> Students will develop complete sentences or apply unconventional structures when appropriate. <input type="checkbox"/> WR-08-3.5.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect. <input type="checkbox"/> Students will apply language concisely. <input type="checkbox"/> Students will incorporate language appropriate to the content, purpose, and audience. 		

Grade 8 Language Arts	Unit 10: Grammar, Writing, and Test Prep		Suggested Length: Entire School Year
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
1. What are the elements of a good writer?	<p><u>Core Content</u></p> <p>Revising Skills</p> <p>Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.10.4-Students will narrow topic for selected writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Topic Sentence <input type="checkbox"/> Main Idea <input type="checkbox"/> Chronology <input type="checkbox"/> Supporting Details 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice through mini lessons and daily oral language using the specified core content and the following activities. DOK 2 <input type="checkbox"/> Practice spelling rules and misspelled words. DOK 2

Grade 8 Language Arts	Unit 10: Grammar, Writing, and Test Prep		Suggested Length: Entire School Year
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>2. What are common rules of grammar, spelling, and punctuation?</p> <p>3. What are the techniques used in assessing reading?</p> <p>4. What are the techniques of a good reader?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.10.5-Students will identify topic sentence of a paragraph. DOK 2 <input type="checkbox"/> WR-08-4.10.6-Students will select appropriate supporting details. DOK 2 <input type="checkbox"/> WR-08-4.10.7-Students will identify extraneous/irrelevant materials. DOK 2 <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.10.8-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. DOK 2 <input type="checkbox"/> WR-08-4.10.9-Students will apply the most effective transitions. DOK 2 <input type="checkbox"/> WR-08-4.10.10-Students will develop effective introductions and closures for writing. DOK 2 <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.10.11-Students will eliminate redundant words and phrases. DOK 2 <input type="checkbox"/> WR-08-4.10.12-Students will choose the most specific word for use in a sentence. DOK 2 <p>Editing Skills</p> <p>Language Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects. DOK 1 <input type="checkbox"/> WR-08-4.11.14- Students will apply knowledge of present, past and future verb tenses. DOK 1 <input type="checkbox"/> WR-08-4.11.15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. DOK 1 <input type="checkbox"/> WR-08-4.11.16- Students will apply 	<ul style="list-style-type: none"> <input type="checkbox"/> Sequence <input type="checkbox"/> Transitions <input type="checkbox"/> Introductions <input type="checkbox"/> Closings <input type="checkbox"/> Sub/Verb Agreement <input type="checkbox"/> Verb Tenses <input type="checkbox"/> Parts of Speech <input type="checkbox"/> Run-ons <input type="checkbox"/> Fragments <input type="checkbox"/> Declarative <input type="checkbox"/> Exclamatory <input type="checkbox"/> Interrogative <input type="checkbox"/> Imperative <input type="checkbox"/> Commas <input type="checkbox"/> Acronyms <input type="checkbox"/> Semi colons <input type="checkbox"/> Quotations <input type="checkbox"/> Possessive <input type="checkbox"/> Singular <input type="checkbox"/> Plural <input type="checkbox"/> Parts of a letter 	<ul style="list-style-type: none"> <input type="checkbox"/> In writing pieces, practice chronology, sequence, transition, closing, and introductions. DOK 2 <input type="checkbox"/> Practice the types of sentences. DOK 1 <input type="checkbox"/> Practice correctly punctuating sentences. DOK 1 <input type="checkbox"/> In writing, practice using word choice, sentence structure, punctuation, organization, and idea development according to Ky. Holistic Scoring Guide. DOK 3 <input type="checkbox"/> Use the vocabulary appropriately in CATS like assessments. DOK 2 <input type="checkbox"/> These activities will be integrated into the literature units throughout the entire year. This is not taught as one separate unit.

Grade 8 Language Arts	Unit 10: Grammar, Writing, and Test Prep		Suggested Length: Entire School Year
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>knowledge of special problems in usage (e.g., a/an to/two/too, their/there/they're), and pronoun reference and double negatives. DOK 1</p> <p>Sentence Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.11.18-Students will correct run-on and awkward sentences. DOK 1 <input type="checkbox"/> WR-08-4.11.19-Students will correct sentence fragments. DOK 1 <input type="checkbox"/> WR-08-4.11.20-Students will combine short choppy sentences effectively. DOK 2 <p>Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.11.23-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words. DOK 1 <input type="checkbox"/> WR-08-4.11.24-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words. DOK 1 <input type="checkbox"/> WR-08-4.11.25-Students will apply knowledge of spelling patterns, generalizations and rules to contractions. DOK 1 <input type="checkbox"/> WR-08-4.11.26-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings. DOK 1 <p>Capitalization</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.11.27-Students will capitalize proper nouns (e.g., names, days, months). DOK 1 <input type="checkbox"/> WR-08-4.11.28-Students will capitalize the beginning of sentences. DOK 1 <input type="checkbox"/> WR-08-4.11.29-Students will capitalize the 		

Grade 8 Language Arts	Unit 10: Grammar, Writing, and Test Prep		Suggested Length: Entire School Year
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>pronoun ‘P’. DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.11.30-Students will capitalize proper adjectives. DOK 1 <p>Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-08-4.11.33-Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences. DOK 1 <input type="checkbox"/> WR-08-4.11.34-Students will use commas in a series, a date, a compound sentence, and the greeting and closing of a letter. DOK 1 <input type="checkbox"/> WR-08-4.11.35-Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses. DOK 1 <input type="checkbox"/> WR-08-4.11.36-Students will correctly apply the rules of punctuation for apostrophes in possessives and contractions. DOK 1 <input type="checkbox"/> WR-08-4.11.37-Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms. DOK 1 <input type="checkbox"/> WR-08-4.11.38-Students will correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences. DOK 1 <input type="checkbox"/> WR-08-4.11.39-Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting. DOK 1 <input type="checkbox"/> WR-08-4.11.40-Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes. DOK 1 <p>Documentation</p>		

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	<input type="checkbox"/> WR-08-4.11.41-Students will document use of sources. DOK 2		