

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
Middle School Course of Study

Course Title	<i>Honors Language Arts 2</i>			Course Code	<i>F0033</i>
Content Area:	<i>English</i>	Grade Range:	<i>8</i>	Board Adoption Date:	<i>May, 2014</i>
Transcript Title:	<i>Honors Language Arts 2</i>	What site wrote the course:			<i>TeWinkle, Costa Mesa, Ensign, and CdM</i>
Recommend Skill(s):	<i>Grade-level reading and writing</i>			Length of Course:	<i>1 year</i>
		List Other Courses in the Sequence:			

COURSE DESCRIPTION (*catalog summary*):

Honors Language Arts 2 is designed to prepare students to read grade-level appropriate works in mediums ranging from text, video, audio, and other multimedia formats. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text.

Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use.

GOALS (*expected performance outcomes for students*):

Students will:

1. Demonstrate independence by comprehending and evaluating grade-level texts across a range of types and disciplines so that they can construct effective arguments and articulate their own ideas.
2. Build strong content knowledge by reading purposefully and listening attentively in order to engage with works of quality and substance.
3. Respond in speaking and writing to the varying demands of audience, task, purpose, and discipline.
4. Engage in open-minded, but discerning conversations surrounding texts in order to question an author's or speaker's assumptions by assessing the veracity of claims and soundness of reasoning.
5. Use and value evidence when supporting their own points in writing and speaking, making their reasoning clear.
6. Use technology and digital media strategically and capably.
7. Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.

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8. Vicariously inhabit worlds and experiences much different than their own by reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews

Adapted from the Common Core “Habits of Mind”

CALIFORNIA CONTENT STANDARDS (*how the course aligns with California and/or national curriculum standards*):

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

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

RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL 8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL 8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL 8. 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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

RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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

RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA

RI 8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI 8. 10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

W 8.1 Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

d. Establish and maintain a formal style.

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

W 8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA

a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W 8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W 8.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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W 8.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

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

a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).

W 8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL 8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL 8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA

a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA

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

SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

b. Form and use verbs in the active and passive voice.

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

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d. Recognize and correct inappropriate shifts in verb voice and mood.*

L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

L 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EVALUATION (*how students will be assessed and graded*):

Students will be given a benchmark assessment for reading of literature at the end of the first semester and reading for information within the second semester. Speaking and listening standards will be evaluated through class discussions. Writing will be assessed throughout the year, with a focus of narration in the first quarter, analytical/informative in the second quarter, argumentative in the third quarter, and research in the fourth quarter. Writing will be assessed with common rubrics based on the various modalities.

CORE TEXT

Prentice Hall: Timeless Voices, Timeless Themes

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SUPPLEMENTAL TEXTS

Fahrenheit 451, Call of the Wild, Night, The Outsiders, The Diary of Anne Frank, Roll of Thunder Hear My Cry, A Midsummer Night's Dream, Narrative of the Life of Frederick Douglass, Scarlet Pimpernel, I am Malala, Black Like Me, Farewell to Manzanar, Les Miserables. Slave Dancer, Omnivore's Dilemma, The Princess Bride.

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Unit 1	Length of Unit: 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Elements of a Short Story	<u>Plot</u>: Exposition, Rising Action, Climax, Falling Action, Resolution, Inciting Incident or Narrative Hook <u>Characterization</u>: Direct vs. Indirect, Protagonist, Antagonist, Flat, Round, Static, and Dynamic Characters <u>Language</u>: Active vs Passive Voice, Transitions, Precise Words and Phrases, and Sensory language <u>Theme</u>: Statements vs Topics, Implied vs. Stated <u>Conflict</u>: Internal vs. External, Man vs. Man, Man vs. Man, Man vs. Nature, Man vs. Society, and Man vs. Fate <u>Point of View</u>: First person, Second Person, Third Person Limited, and Third Person Omniscient	Benchmark (January): Reading for Literature Key Ideas and Details <i>RL 8.1- Cite the textual evidence that most strongly supports an analysis</i> <i>RL 8.2- Determine a theme or central idea of a text and analyze its development over the course of the text</i> <i>RL 8.3- Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision</i> Craft and Structure <i>RL 8.4- Determine the meaning of words and phrases as they are used in a text</i> <i>RL 8.6- Analyze how differences in the point of view of the characters and the audience or the reader create such affects as suspense or humor</i> Range of Reading <i>RL 8.10 – Read and comprehend literature in the 6-8 text complexity band</i> Writing Text Types and Purposes <i>W 8.3- Write narratives to develop real or imagined experiences or events</i> Production and Distribution of Writing <i>W 8.4. Produce clear and coherent writing</i> <i>W 8.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,</i>	<i>Close reading of texts to annotate and analyze elements of a short story</i> <i>Group discussions surrounding plot development, character analysis, theme, conflict, and point of view.</i> <i>Written analysis of elements of a short story.</i> <i>Write a narrative to develop real or imagined events.</i>	<i>Primary Text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> <i>Assorted supplemental short stories at the 9th grade Lexile Levels.</i>

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	Setting Tone Mood Dialogue Irony: Dramatic, Verbal, Situational	revision, editing (Process Writing) Language Conventions of Standard English L 8.1 Demonstrate command of the conventions of standard English grammar and usage L 8.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling Speaking and Listening Comprehension and Collaboration SL 8.1 Engage effectively in a range of collaborative discussions Presentation of Knowledge and Ideas SL 8.4 Present a narrative		
Differentiation	Support -- for students who are struggling with the content	Content: Readings can be scaffolded through paired reading; closed reading passages, fluent oral reading practice, choral reading, and audio recordings of passages/books can be offered. Process: Reading and lessons will be chunked and discussed in small groups. Literary elements charted through a cued note taking, theme-outlining, literary elements map, story skeletons (picture prompts), webbing, Readers/writers workshops for mini lessons, guided instruction, practice and reflection. Pre-reading/pre writing strategies implemented to build schema including graphic organizers, scaffolded re-telling, List-Group-Label, and KWL charts. Students can be guided to reverse outline the draft. Rubrics can be provided ahead of time for assignments. Teaching strategies including reciprocal teaching, mentor texts/mentor writings, text annotation, and graphic organizers that provide colorful, consistent graphics, basic layout, and abundant white space throughout unit. For writing product teacher can provide sentence frames, and elements of a story definitions/checklist. Product: Narrative writing.		
	Extension – for high achieving students.	Content: Additional complex readings will be available Process: Lead small group discussions. Product: Narratives will be enhanced by character and plot complexity as well as author’s style.		

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Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Class discussions</i> <i>Annotated readings</i> <i>Brief written analysis</i> <i>Elements of short story interim assessment</i>
	Summative Assessments (unit final evaluation): <i>Essay: Narrative</i>

Unit 2	Length of Unit: 6 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Journey	<u>Literary Analysis:</u> Character development and motivation Theme development Conflict <u>Expository Essay Structure:</u> <i>Introduction</i> -Hook/TAG, background, and thesis/claim <i>Body</i> - Topic Sentence, Transitional words and phrases, Textual evidence/Concrete details, Commentary/Analysis, Concluding sentence	Benchmark (January): Reading for Literature Key Ideas and Details <i>RL 8.1- Cite the textual evidence that most strongly supports an analysis</i> <i>RL 8.2- Determine a theme or central idea of a text and analyze its development over the course of the text</i> <i>RL 8.3- Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision</i> Craft and Structure <i>RL 8.4- Determine the meaning of words and phrases as they are used in a text</i> <i>RL 8.6- Analyze how differences in the point of view of the characters and the audience or the reader create such affects as suspense or humor</i> Integration of Knowledge <i>RL 8.9- Analyze how a modern work of fiction draws on themes, patterns of events, character types</i> Range of Reading <i>RL 8.10 – Read and comprehend literature in the</i>	<i>Close reading and annotating of texts to analyze plot, character and theme development.</i> <i>Group discussions surrounding how events, character motivations/actions, and conflict develop the text.</i> <i>Written analysis with textual evidence.</i> <i>Expository Essay- Literary Response</i>	<i>Primary Text:</i> <i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> <i>Supplemental</i> <i>Novels Honors</i> <i>students will read</i> <i>two of the selection</i> <i>within the two</i> <i>weeks):</i> <i>The Outsiders</i> <i>Slave Dancer</i> <i>Fahrenheit 451</i> <i>The Princess Bride</i> <i>Supplementary</i> <i>Informational and</i> <i>Literary Texts</i>

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	Conclusion- Rephrase thesis, Summation of key points, global or general statement	6-8 text complexity band Writing Text Types and Purposes W 8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information Production and Distribution of Writing W 8.4. Produce clear and coherent writing W 8.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing (Process Writing) Research to Build and Present Knowledge W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Language Conventions of Standards English L 8.1 Demonstrate command of the conventions of standard English grammar and usage L 8.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling Vocabulary Acquisition and Use L 8.6 Acquire and use grade- appropriate academic and domain-specific words and phrases. Speaking and Listening Comprehension and Collaboration SL 8.1 Engage effectively in a range of collaborative discussions Presentation of knowledge and Ideas SL 8.4 Present claims and findings, emphasizing salient points		

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Differentiation	Support -- for students who are struggling with the content	<i>Content: Texts will be scaffolded through aligned text, paired readings, closed reading, fluent oral reading practice, choral reading, and audio recording of selected readings as needed.</i> <i>Process: Reading and lessons will be chunk (through breaking instructions into steps, goal setting, record keeping, monitoring and evaluating), character maps, Vocabulary journal or picture/synonym cards, word cards, word wall, word banks, and picture banks can be created. Quizlet can be used to support vocabulary acquisition. Readers/writers workshops for mini lessons, guided instruction, interactive journals, practice and reflection. Pre-reading/pre- writing strategies implemented to build schema including using different colored pens or highlighter to differentiate the different elements and evidenced, graphic organizers, mind maps, cover-copy-compare, writing wheels, mnemonic aids, templates and KWL charts. During group discussion and instruction students can have vocabulary card access, vocabulary maps, word walls, word wheels, and/or questions provided ahead of time. Large assignments can be organized and planned in chunks to provide feedback for revisions. Rubrics can be provided ahead of time for assignments along with differentiated output that differentiates just the skill or the product. Teaching strategies including reciprocal teaching, mentor texts/mentor writings, and text annotation throughout unit. For writing product, teacher can provide sentence frames, descriptors/definitions for choice in character analysis, and an expository essay checklist (Final product may need to be same activity but different skill).</i> <i>Product: Essay length is adapted as needed.</i>
	Extension – for high achieving students.	<i>Content: Additional complex texts will be available.</i> <i>Process: Synthesis of multiple texts.</i> <i>Product: Multiple-paragraph essay which will integrate strong and thorough textual evidence that supports analysis.</i>
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Annotated readings Brief written analysis Reading Comprehension Test	
	Summative Assessments (unit final evaluation): <i>Expository/ Informative Essay</i>	

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Unit 3	Length of Unit: 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Relationships	<u>Poetry Forms:</u> Narrative, Lyric, Sonnet, Ode, Haiku, Free Verse, Elegy <u>Structure:</u> Stanza, Lines, Verse, Couplet, Speaker, Audience, Purpose <u>Poetic Devices:</u> Rhythm, Rhyme (End, Internal, Half), Rhyme Scheme, Meter, Alliteration, Assonance, Consonance <u>Figurative Language:</u> Simile, Metaphor, Personification, Onomatopoeia, Hyperbole, Imagery, Connotation Tone Mood Theme/ Message/ Author's Purpose	Benchmark (January): Reading for Literature Key Ideas and Details <i>RL 8.1- Cite the textual evidence that most strongly supports an analysis</i> Craft and Structure <i>RL 8.4- Determine the meaning of words and phrases as they are used in a text</i> <i>RL 8.6- Analyze how differences in the point of view of the characters and the audience or the reader create such affects as suspense or humor</i> Range of Reading <i>RL 8.10 – Read and comprehend literature in the 6-8 text complexity band</i> Language Vocabulary Acquisition and Use <i>L8.4 Multiple-meaning words and phrases</i> <i>L 8.5 figurative language</i> Writing Text Types and Purposes W 8.2. Write informative/explanatory texts Range of Writing W 8.10 Write routinely over extended time frames or shorter time frames Speaking and Listening Comprehension and Collaboration <i>SL 8.1 Engage effectively in a range of collaborative discussions</i> Presentation of Knowledge and Ideas <i>SL 8.4 Present a claims and findings</i>	<i>Close reading and annotating of poems to analyze structure, poetic devices, connotative meanings, theme, and purpose.</i> <i>Group discussions surrounding analysis of poetry.</i> <i>Essay in which students synthesize multiple poems addressing similar themes.</i>	<i>Prentice Hall: Timeless Voices, Timeless Themes</i> <i>Various supplemental poems from Classis authors as well as Modern authors</i>

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Differentiation	Support -- for students who are struggling with the content	Content: <i>Poems will be grade-level appropriate. Poems in varying readability levels. Audio recording of selected readings as needed along with fluent oral reading practice, and choral reading.</i> Process: <i>Teacher will model and provide stems for analysis. Reading and lessons will be chunked and discussed in small groups. Vocabulary journal or picture/synonym cards can be created and quizlet can be used to support vocabulary acquisition. Specific poetry examples, templates, reference sheets, rhythmic sticks to provide context for pace of a lyric, and poetry organizational flow maps to visual sort lines, stanzas, or verse. Poetry logs and poetry walls can be built to provide easily accessed visuals within the learning environment. Readers/writers workshops for mini lessons, read/write notebooks, guided instruction, Synthesizing outline and notes into a draft, opportunity to practice and reflection. Pre-reading/prewriting strategies implemented to build schema including word-work, click-and-clunk, graphic organizers, templates and KWL charts. During group discussion students can have vocabulary card access and questions provided ahead of time along with think alouds, visuals, book marks of key strategies, and context clues. Large assignments can be organized and planned in chunks to provide feedback for revisions. Rubrics can be provided ahead of time for assignments. Teaching strategies including reciprocal teaching, mentor texts/mentor writings, and text annotation throughout unit. For writing product teacher can provide sentence frames, descriptors/definitions for theme, and a synthesis paragraph checklist.</i> Product: <i>Students will write a synthesis paragraph on multiple poems addressing similar themes.</i>
	Extension – for high achieving students.	Content: <i>Additional complex texts will be available.</i> Process: <i>Group discussions analyzing multiple poems.</i> Product: <i>Students will write a multiple paragraph essay which synthesizes multiple poems addressing similar themes.</i>
Evaluation	Formative Assessments (ongoing & mid-lesson): - Class discussions - Annotated readings - Brief written analysis - Reading Comprehension Test	

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	Summative Assessments (unit final evaluation): <i>Expository/ Informative Essay (Synthesis of more than two poems)</i>
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Unit 4	Length of Unit: 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Nonfiction and Historical Fiction	<u>Nonfiction</u> - Memoir, Autobiography, Biography, Informational Article, and Technical Documents Purpose Central Idea Claim/ Counterclaim Textual Evidence Supporting Ideas Analysis Inferences Author's Point of View Conflicting Viewpoints Figurative Language Connotative Meanings	<i>Benchmark (May)</i> <i>Reading for Information</i> Key Ideas and Details <i>RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</i> <i>RI 8.2 Determine a central idea of a text and analyze its development over the course of the text</i> <i>RI 8.3 Analyze how a text makes connections among distinctions between individuals, ideas, or events</i> Craft and Structure <i>RI 8.4 Determine meaning of words and phrases as they are used in a text</i> <i>RI 8.5 Analyze in detail the structure of a specific paragraph in a text</i> <i>RI 8.6 Determine an author's point of view or purpose in a text</i> Integration of Knowledge and Ideas <i>RI 8.7 Evaluate advantages and disadvantages of using different mediums to present a particular topic or idea</i>	<i>Close reading and annotating of nonfiction texts to identify structure, central idea, claims, and supporting evidence.</i> <i>Discussion of the author's point of view and evidence to evaluate whether his or her reasoning is sound, relevant, and efficient.</i> <i>Write arguments to support claims with clear reasons and evidence.</i>	<i>Prentice Hall: Timeless Voices, Timeless Themes</i> <i>Diary of Anne Frank, Night, Selections from Frederick Douglass, Omnivore's Dilemma</i> <i>Various Supplementary Nonfiction and Literary Texts</i> <i>Excerpts from Primary Source Documents and Media</i> <i>Anne Frank: The</i>

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	Tone Structure Graphics Headers Captions Argument Evaluation Historical Context	<i>RI 8.8 Delineate and evaluate the argument and specific claims in a text</i> <i>RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic</i> Range of Reading <i>RI 8.10- Read and comprehending literary nonfiction at the high end of the 6-8 text complexity band</i> Language Knowledge of Language <i>L 8.3. Use knowledge of language and its conventions</i> <i>L 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</i> Writing Text Types and Purposes <i>W 8.1 Write arguments to support claims with clear reasons and relevant evidence</i> Production and Distribution of Writing <i>W 8.4. Produce clear and coherent writing</i> <i>W 8.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing (Process Writing)</i> Research to Build and Present Knowledge <i>W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> Range of Writing <i>W 8.10 Write routinely over extended time frames or shorter time frames</i> Speaking and Listening Comprehension and Collaboration <i>SL 8.1 Engage effectively in a range of collaborative discussions</i> <i>SL 8.3 Delineate a speaker's argument and specific</i>	<i>Diary of a Young Girl, Black Like Me, Farewell to Manzanar, Narrative of the life of Frederick Douglass, I am Malala</i>

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		<i>claims</i> Presentation of knowledge and Ideas <i>SL 8.4 Present claims and findings, emphasizing salient points</i>		
Differentiation	Support -- for students who are struggling with the content	<i>Content: Text will be grade-level appropriate. Text can be scaffolded through paired reading; closed reading passages, fluent oral reading practice, choral reading, and audio recordings of passages/books can be offered.</i> <i>Process: Text comprehension can be supported through chapter walk, targeted reading, question of the day, reading for images, and pre-teaching of the different types of text they will encounter, such as descriptive, sequence, and cause and effect can be beneficial for contextual understanding. Lessons will be chunked (through breaking instructions into steps, goal setting, record keeping, monitoring and evaluating), mapped, and discussed in small groups. Vocabulary journal or picture/synonym cards can be created and quizlet can be used to support vocabulary acquisition. Readers/writers workshops for mini lessons, guided instruction, practice and reflection. Pre-reading/prewriting strategies such as word-splash, fast fives, time / order sequencing, margin bookmarks, making predictions, Bulls-Eye Graphic Organizer with the main idea listed in the center, think alouds, fix-up strategies, QAR, re-tell, and evidence maps can be implemented to build schema along with graphic organizers, templates and KWL charts. During group discussion students can have vocabulary card access and questions provided ahead of time. Large assignments can be organized and planned in chunks to provide feedback for revisions. Rubrics can be provided ahead of time for assignments. Teaching strategies including reciprocal teaching, mentor texts/mentor writings, and text annotation throughout unit. For writing product teacher can provide sentence frames, descriptors/definitions for theme, and a synthesis paragraph checklist.</i> <i>Product: Students will write a multi paragraph argumentative essay</i>		
	Extension – for high achieving students.	<i>Content: Additional complex texts will be available.</i> <i>Process: Students will annotate and analyze multiple texts. Students will plan, revise, edit, and rewrite multi-paragraph essay.</i> <i>Product: Students will publish a multiple paragraph argumentative essay. Essay length is adapted as needed.</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): Class discussions Annotated readings Brief written analysis Argumentative Essay			

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	Summative Assessments (unit final evaluation): <i>Reading Benchmark (Reading for Information)</i> <i>Writing: Argumentative</i>

Unit 5	Length of Unit ... (Days / weeks / class sessions) ... 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Choices	MLA format Work Cited Genre Structures Source Appraisal Primary	<i>Benchmark (May)</i> <i>Reading for Literature</i> <i>Craft and Structure</i> <i>RL 8.5 Compare and contrast structure of two or more texts</i> <i>RL 8.7 Analyze the extent to which a filmed or live productions of a story or drama stays faithful to or departs from the text or script</i> <i>Reading for Information</i> <i>Key Ideas and Details</i>	<i>Reading closely and annotating texts for comparisons of multi-genre texts and central idea.</i> <i>Conduct short research project to answer a question.</i> <i>Gather relevant evidence from</i>	<i>Prentice Hall:</i> <i>Timeless Voices,</i> <i>Timeless Themes</i> <i>Multi-genre focus:</i> <i>Drama, poetry, non-fiction, short stories</i>

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	Source Secondary Source Use of appropriate technology for intended purpose	<i>RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</i> <i>RI 8.2 Determine a central idea of a text and analyze its development over the course of the text</i> <i>RI 8.3 Analyze how a text makes connections among distinctions between individuals, ideas, or events</i> Craft and Structure <i>RI 8.4 Determine meaning of words and phrases as they are used in a text</i> <i>RI 8.5 Analyze in detail the structure of a specific paragraph in a text</i> <i>RI 8.6 Determine an author's point of view or purpose in a text</i> Integration of Knowledge and Ideas <i>RI 8.7 Evaluate advantages and disadvantages of using different mediums to present a particular topic or idea</i> <i>RI 8.8 Delineate and evaluate the argument and specific claims in a text</i> <i>RI 8.9 Analyze a case in which two or more texts provide conflicting information on the same topic</i> Range of Reading <i>RI 8.10- Read and comprehending literary nonfiction at the high end of the 6-8 text complexity band</i> Language Conventions of Standards English <i>L 8.1 Demonstrate command of the conventions of standard English grammar and usage</i> <i>L 8.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</i> <i>Knowledge of Language</i> <i>L8.4 Multiple-meaning words and phrases</i> Writing Text Types and Purposes	<i>multiple sources in order to answer research question.</i> <i>Source Appraisal and Work Cited to value evidence used in the research project.</i> <i>Presentation of research with the focus on listening and speaking skills, technology usage, and content.</i>	<i>Drama:</i> <i>Shakespeare</i> <i>Midsummer Night's Dream</i> <i>Les Miserables</i> <i>To Kill a Mockingbird</i>

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		W 8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information Production and Distribution of Writing W 8.4. Produce clear and coherent writing W 8.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing (Process Writing) W 8.6- Use technology and the internet Research to Build and Present Knowledge W 8. 7 Conduct short research projects to answer a question W 8. 8. Gather relevant information from multiple print and digital sources, using search terms effectively W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Speaking and Listening Comprehension and Collaboration SL 8.1 Engage effectively in a range of collaborative discussions SL 8.2 Analyze the purpose of information presented in diverse media and formats SL 8.3 Delineate a speaker's argument and specific claims Presentation of knowledge and Ideas SL 8.4 Present claims and findings, emphasizing salient points SL 8.5 Integrate multimedia and visual displays into presentations to clarify to clarify information, strengthen claims and evidence, and add interest SL 8.6 Adapt speech to a variety of contexts and tasks		
Differentiation	Support -- for students who are	Content: Text will be grade level appropriate. Audio recording of selected readings as needed. Process: Teacher modeling annotation of text. Graphic organizers will be provided to organize claims, argume		

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	struggling with the content	<i>and evidence. Reading and lessons will be chunked and discussed in small groups. Vocabulary journal or picture/synonym cards can be created and quizlet can be used to support vocabulary acquisition. Readers/writers workshops for mini lessons, guided instruction, practice and reflection. Pre-reading/pre-writing strategies implemented to build schema including graphic organizers, templates and KWL charts. During group discussion students can have vocabulary card access and questions provided ahead of time. Large assignments can be organized and planned in chunks to provide feedback for revisions. Rubrics can be provided ahead of time for assignments. Teaching strategies including reciprocal teaching, mentor texts/mentor writings, and text annotation throughout unit. For writing product, teacher can provide sentence frames and an expository essay checklist.</i> Product: <i>Writing for information and gathering of evidence from research</i>
	Extension – for high achieving students.	Content: <i>Multi-genre reading selection, including a play from Shakespeare.</i> Process: <i>Students will compose research and write composition.</i> Product: <i>MLA formatted research paper and presentation</i>
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Comparison of multiple genres</i> <i>Research Project</i> <i>Formal Presentation</i>	
	Summative Assessments (unit final evaluation): <i>Writing: Information (MLA format research paper in published form)</i>	