

ENGLISH LANGUAGE ARTS 8 UBD

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ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
RF4 Fluency					
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
		SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			

ELA PRIORITY STANDARDS MAP <i>continued</i>					
K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

COURSE INFORMATION

English Language Arts 8	
CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	Year
GRADE LEVEL	DATE LAST REVIEWED
8th Grade	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
	4/11/23
PRIMARY RESOURCE <i>if applicable</i>	
HMH Into Literature & Writable	

COURSE DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

In this English Language Arts course, students will engage in learning around a variety of relevant topics that allows them to foster the habits and skills of critical readers, writers, speakers and listeners. Through the analysis and evaluation of genres, the production of multiple writing types, and the study of language and vocabulary, students will seek to understand the skills and concepts presented while applying and transferring their learning across content and in preparation for college and career readiness.

ENDURING UNDERSTANDINGS

LITERATE INDIVIDUALS...

READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' (*possibly opposing*) arguments.

ESSENTIAL QUESTIONS

Unit 1: Places We Call Home:

How do people, places, and experiences shape who you are?

Unit 2: Responding to Control:

How do people control others? How do people respond to being controlled?

Unit 3: Finding Your Path:

How do challenges you face today help to shape your future?

Unit 4: The Thrill of Suspense:

What makes life thrilling, dramatic, and suspenseful?

GRADE LEVEL PRIORITY STANDARDS

Units

Grade Level Priority Standards

WI Essential Elements for ELA - Grade 8

These are alternate standards aligned with college, career, and community ready expectations for

1

2

3

4

	<i>students with the most significant cognitive disabilities.</i>				
R.8.1. Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).	EE.R.8.1 Cite text to support inferences from text (RI&RL).	X	X	X	X
R.8.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).	EE.R.8.4 Determine the connotative meanings of words and phrases in a text (RI&RL).	X	X	X	X
R.8.6					
In literary texts, analyze how the differences between point of view, perspectives, and possible biases of the characters, the audience or reader create effects such as mood and tone (RL).	EE.R.8.6 Determine the narrator, speaker, or author’s point of view and how it differs from the audience or reader (RI&RL).	X	X	X	X
In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints (RI).		X		X	
W.8.2 Write text in a variety of modes:	EE.W.8.2 With guidance and support, use writing and/or dictation to write in a variety of modes:				
a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	a. Write an argument with a clearly stated claim about a topic and include clear reasons to support that claim. Organize reasons logically.	X	X	X	X
b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.	b. Write informative texts which introduce a topic and provide well chosen facts, details, and/or multimedia content to develop the topic. Provide a concluding statement	X	X	X	X
c. Write narratives that develop real or imagined experiences or events using relevant description details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.	c. Write narratives to convey events and experiences, real or imagined. Include dialogue, details, character descriptions, and tell about the events in the order in which they occurred.				X
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one’s thinking clearly.	EE.SL.8.1 Engage in collaborative discussions.				

a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	a. Come to discussions prepared to share information previously studied, with evidence.	X	X	X	X
b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.	b. Follow simple norms during discussions.		X		X
c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.	c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.	X	X	X	X
d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented	d. Acknowledge new information and multiple perspectives expressed by others in a discussion and relate it to personal ideas.	X	X	X	
SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	EE.SL.8.4 Clearly present descriptions, facts, or details supporting specific points made on a topic, considering the audience.	X	X	X	X
L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:	EE.L.8.1 Use language to achieve desired outcomes when communicating.		X	X	
a. Active and passive voice verbs.	a. Notice that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	X	X	X	X
b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs.	b. Notice the language demands of a writing/speaking situation (i.e. formal, informal) and respond in an appropriate way.	X	X	X	X
c. Recognizing and correcting shifts in verb voice and mood.	c. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating	X	X	X	X

Unit 1: Places We Call Home

Through the study of novel, short story, poetry, documentary, and informational text, students will learn about how places shape people and a sense of belonging.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- *How do people, places, and experiences shape who you are?*

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.8.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.8.6

In literary texts, analyze how the differences between point of view, perspectives, and possible biases of the characters, the audience or reader create effects such as mood and tone (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints (RI).

Learning Targets

Learning Targets

- I can cite accurate direct and indirect textual evidence which strongly supports my thinking (R.8.1).
- I can make logical inferences about a text (R.8.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meanings) (R.8.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.8.4).
- I can determine different points of view, perspective, and bias of the characters, audience, or readers (RL.8.6).
- I can explain how an author's background (location, identity, culture) affects the perspective presented in the text (RI.8.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. novel, realistic fiction, poetry, documentary, informational text)
- Literary elements (eg. plot features, climax, characterization, theme, setting, point of view)
- Nonfiction text elements (eg. heading, subtitle, subheading, graphic features)
- Context clues

<p>WRITING STANDARDS PRIORITY</p> <p>W.8.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension. Write narratives that develop real or imagined experiences or events using relevant description details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters <p>SUPPORTING</p> <p>W.8.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. 	<ul style="list-style-type: none"> Tier 2 vocabulary selected from texts <p>Writing Learning Targets</p> <ul style="list-style-type: none"> I can write a claim that supports an argument and/or literary theory (W.8.2.a). I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.8.2.a). I can use alternate or opposing claims to strengthen my claim (W.8.2.a). I can analyze relevant content in order to develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples within broader categories in informative/explanatory text (W.8.2.b). I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension when writing informative texts (W.8.2.b). I can organize the reasons and evidence logically in a structure that supports and clarifies the purpose and topic throughout the entire text (W.8.2.a). <i>See also supporting standard W.8.3.a</i> I can use a variety of transitions that create cohesion and clarity among ideas and concepts (W.8.2). <i>See supporting standard W.8.3.b</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose) Development (eg. topic, synthesis, fact, anecdote, direct quotation, paraphrase, elaboration) Organization (eg. essay, introduction, body paragraphs, conclusion, transitions)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor 	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.8.1.a). I can pose questions that connect the ideas of several peers and respond with relevant observations and ideas which promote multiple perspectives about the topic, text, or issue (SL.8.1.c). I can qualify, justify, or modify my views when evaluating new information (SL.8.1.d). I can verbally present claims and relevant evidence with sound valid reasoning (SL.8.4). I can communicate clearly and in an engaging manner for the

<p>progress toward goals.</p> <p>c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.</p> <p>d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented</p> <p><i>Refer to R.8.1 to support SL.8.1.a.</i></p> <p>SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><i>Refer to R.8.4 regarding language choices in SL.4.</i></p>	<p>audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.8.4).</p>
<p>LANGUAGE STANDARDS</p> <p>PRIORITY</p> <p>L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Active and passive voice verbs. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs. Recognizing and correcting shifts in verb voice and mood. <p>SUPPORTING</p> <p>L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ol style="list-style-type: none"> Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. <p>L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Punctuation to recognize a pause or break Ellipsis to indicate an omission 	<p>Learning Targets</p> <ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.8.5). I can show metacognitive awareness as a writer/speaker by explaining the reasons for language choices (L.8.5). <i>See supporting standard L.8.1.d</i> I can form and use verbs in the active and passive voice (L.8.5). I can use and explain the intended purpose of different moods of verbs (indicative, imperative, interrogative, conditional, and subjunctive) to create an intended effect (L.8.5). I can find and fix any shifts in verb voice and mood that are incorrect or cause confusion (L.8.5). I can use and explain punctuation, such as commas, colons, semi-colons, and dashes, for an intended effect (L.8.5). <i>See supporting standard L.8.6.a</i> I can use ellipsis to indicate an omission (L.8.5). <i>See supporting standard L.8.6.b</i> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> Parts of speech (eg. noun, pronoun, adjective) Punctuation (ie. dash, ellipses, semicolon, colon, parentheses) Verbs (ie. Imperative mood, indicative mood, conditional mood)

ASSESSMENT EVIDENCE

*Performance is evaluated in terms of...
Students will show their learning by...*

Performance Task Description:

Given an authentic prompt, students will develop and publish an information piece.

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

Beginning of Unit:

- *Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question*
- *Background knowledge check*

During / Throughout the Unit:

- *Background knowledge check*
- *Student self-reflection*
- *Conferring/strategy groups*
- *Student readers/writers notebook & note taking*

Common Post-Assessment:

- *Speaking/Listening: Collaborative conversation and/or presentation*
- *Reading: Selected response, student readers notebook*
- *Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook*
- *Language: Assessed within writing piece, selected response focusing on application, writers notebook*

Extension & AP Readiness may include

On-demand writing / AP Free Response question:

1. AP English Literature Readiness: Choose one of the long reads from the unit and another text source from this unit. Compare and contrast two characters who struggle with an obstacle in relation to a place. Then, in a well-written essay, analyze how the characters' response contributes to how places shape who they are. Do not merely summarize the plot. In your response you should do the following:
 - Respond to the prompt with a thesis
 - Provide evidence to support your line of reasoning
 - Explain how the evidence supports your reasoning
 - Use appropriate grammar and punctuation
2. AP Art History and/or Studio Art Readiness: View and research Frida Kahlo's painting, [Self Portrait Along the Borderline Between Mexico and the United States, 1932](#). Analyze the visual and contextual features of this work of art explaining the possible significance citing evidence to support your claim. Create an artwork such as a collage that illustrates the places that shape who you are. Use the elements of design to plan and execute your work: color, line, shape, texture, form, space, and value.

Unit 2: Responding to Control

Through the study of speculative fiction, informational text, poetry, and argument, students will consider the ways control makes our lives better and creates challenges.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- How do people control others? How do people respond to being controlled?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.8.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.8.6

In literary texts, analyze how the differences between point of view, perspectives, and possible biases of the characters, the audience or reader create effects such as mood and tone (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints (RI).

SUPPORTING

R8.2

Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text.

Learning Targets

Learning Targets

- I can cite accurate direct and indirect textual evidence which strongly supports my thinking (R.8.1).
- I can make logical inferences about a text (R.8.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meanings) (R.8.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.8.4).
- I can determine different points of view, perspective, and bias of the characters, audience, or readers (RL.8.6).
- I can analyze how point of view, perspective, or bias affects mood and tone (RL.8.6).
- I can summarize texts to determine one or more themes or central ideas (R8.1). *See supporting standard R8.2*
- I can analyze the development of one or more themes or central ideas over the course of a text (R8.1). *See supporting standard R8.2*

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genres (eg. science fiction, informational text, sonnet, argument)
- Literary elements (eg. plot structure, conflict, setting, theme, rhyme scheme, meter, iambic pentameter, irony)
- Nonfiction text elements (eg. central idea, supporting detail,

	<p>evidence, graphic feature, claim, reason, evidence, counterclaim)</p> <ul style="list-style-type: none"> ● Rhetoric and rhetorical devices (eg. direct address, rhetorical question, juxtaposition) ● Greek and/or Latin word parts ● Context clues ● Synonyms & antonyms ● Commonly confused words ● Tier 2 vocabulary selected from texts
<p>WRITING STANDARDS PRIORITY</p> <p>W.8.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension. Write narratives that develop real or imagined experiences or events using relevant description details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. <p>SUPPORTING</p> <p>W.8.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. 	<p>Writing Learning Targets</p> <ul style="list-style-type: none"> ● I can write a claim that supports an argument and/or literary theory (W.8.2.a). ● I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.8.2.a). ● I can use alternate or opposing claims to strengthen my claim (W.8.2.a). ● I can analyze relevant content in order to develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples within broader categories in informative/explanatory text (W.8.2.b). ● I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension when writing informative texts (W.8.2.b). ● I can organize the reasons and evidence logically in a structure that supports and clarifies the purpose and topic throughout the entire text (W.8.2.a). <i>See also supporting standard W.8.3.a</i> ● I can use a variety of transitions that create cohesion and clarity among ideas and concepts (W.8.2). <i>See supporting standard W.8.3.b</i> <p>Specific Writing Craft:</p> <ul style="list-style-type: none"> ● Writing process and/or on-demand writing (eg. prompt analysis, topic, audience, purpose, revision) ● Development (eg. claim, reasons and evidence, direct quotation, citation, paraphrase, summary, thesis statement, coherence) ● Organization (eg. transitional words and phrases, essay structure)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics,</p>	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> ● I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.8.1.a). ● I can contribute to a formal discussion, staying focused in order

texts, and issues, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.
- c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.
- d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented

Refer to R.8.1 to support SL.8.1.a.

SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

Refer to R.8.4 regarding language choices in SL.4.

to set, reflect upon, and accomplish our goals (SL.8.1.b).

- I can pose questions that connect the ideas of several peers and respond with relevant observations and ideas which promote multiple perspectives about the topic, text, or issue (SL.8.1.c).
- I can qualify, justify, or modify my views when evaluating new information (SL.8.1.d).
- I can verbally present claims and relevant evidence with sound valid reasoning (SL.8.4).

LANGUAGE STANDARDS

PRIORITY

L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Active and passive voice verbs.
- b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs.
- c. Recognizing and correcting shifts in verb voice and mood.

SUPPORTING

L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.

Learning Targets

- I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.8.5).
- I can show metacognitive awareness as a writer/speaker by explaining the reasons for language choices (L.8.5). *See supporting standard L.8.1.d*
- I can form and use verbs in the active and passive voice (L.8.5.a).
- I can use and explain the intended purpose of different moods of verbs (indicative, imperative, interrogative, conditional, and subjunctive) to create an intended effect (L.8.5.b).
- I can find and fix any shifts in verb voice and mood that are incorrect or cause confusion (L.8.5.c).
- I can use and explain punctuation, such as commas, colons, semi-colons, and dashes, for an intended effect (L.8.5). *See supporting standard L.8.6.a*
- I can use ellipsis to indicate an omission (L.8.5). *See supporting standard L.8.6.b*

L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Punctuation to recognize a pause or break
- b. Ellipsis to indicate an omission

Specific Grammar & Usage Content:

- Sentence parts/types (eg. subject, predicate, simple, compound)
- Verbs (eg. participle, subjunctive mood, verb phrase, active voice, passive voice)
- Punctuation (eg. comma, dash)

ASSESSMENT EVIDENCE

*Performance is evaluated in terms of...
Students will show their learning by...*

Performance Task Description:

Given an authentic prompt, students will develop and publish an argument (literary analysis).

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback

Key Feedback & Assessment Strategies:

Beginning of Unit:

- Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question
- Background knowledge check

During / Throughout the Unit:

- Background knowledge check
- Student self-reflection
- Conferring/strategy groups
- Student readers/writers notebook & note taking

Common Post-Assessment:

- Speaking/Listening: Collaborative conversation and/or presentation
- Reading: Selected response, student readers notebook
- Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook
- Language: Assessed within writing piece, selected response focusing on application, writers notebook

Extension & AP Readiness may include

On-demand writing / AP Free Response question:

1. AP English Literature Readiness: Using text of literary merit, students will research and analyze published, scholarly literary theory and write a literary research essay.
2. AP World History Readiness: Human adaptation and innovation have resulted in efficiency, comfort, and security, and technological advances have shaped human development. Explain how the development of a new technology changed the world from 1900 to the

present. Choose one historical development such as communication, transportation, energy, or medical innovations.

3. AP Art History Readiness: Take into consideration the sculpture [Unique Forms of Continuity in Space](#), 1913, by Futurist artist Umberto Boccioni. Futurists used movement as a key element in their art. How did the technology of the times (transportation) influence artists such as Boccioni and others. Did technology improve or control the art movement of this time? Use evidence to support your opinion. [Motion as Form](#)

Unit 3: Finding Your Path

Through the study of literary text, informational text, poetry, and argument, students will consider the different issues that impact their futures.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- How do challenges you face today help to shape your future?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.8.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.8.6

In literary texts, analyze how the differences between point of view, perspectives, and possible biases of the characters, the audience or reader create effects such as mood and tone (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author

Learning Targets

Learning Targets

- I can cite accurate direct and indirect textual evidence which strongly supports my thinking (R.8.1).
- I can make logical inferences about a text (R.8.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meanings) (R.8.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.8.4).
- I can determine different points of view, perspective, and bias of the characters, audience, or readers (RL.8.6).
- I can explain how an author's background (location, identity, culture) affects the perspective presented in the text (RI.8.6).
- I can analyze how an author addresses conflicting evidence or viewpoints (RI.8.6).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and

addresses conflicting evidence or viewpoints (RI).

Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)

- Genres (eg. novel, informational text, poem, argument)
- Literary elements (eg. perspective, characterization, free verse, refrain,
- Nonfiction text elements (eg. patterns of organization, counterclaim)
- Rhetoric and rhetorical devices (eg. analogy, direct address, juxtaposition, rhetorical question)
- Primary and secondary sources
- Greek and/or Latin word parts
- Context clues

WRITING STANDARDS

PRIORITY

W.8.2 Write text in a variety of modes:

- Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.
- Write narratives that develop real or imagined experiences or events using relevant description details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

SUPPORTING

W.8.3 Create writing that utilizes:

- Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.
- Transitions: varied transitions to create cohesion and clarity among ideas and concepts.

Writing Learning Targets

- I can write a claim that supports an argument and/or literary theory (W.8.2.a).
- I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.8.2.a).
- I can use alternate or opposing claims to strengthen my claim (W.8.2.a).
- I can analyze relevant content in order to develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples within broader categories in informative/explanatory text (W.8.2.b).
- I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension when writing informative texts (W.8.2.b).
- I can organize the reasons and evidence logically in a structure that supports and clarifies the purpose and topic throughout the entire text (W.8.2.a). *See also supporting standard W.8.3.a*
- I can use a variety of transitions that create cohesion and clarity among ideas and concepts (W.8.2). *See supporting standard W.8.3.b*

Specific Writing Craft:

- Writing process and/or on-demand writing (eg. prompt analysis, topic, purpose, audience)
- Development (eg. claim, thesis, reasons, evidence, opposing claim, tone, analysis, synthesis)
- Organization (eg. essay structure, transitions, parallel structure)

SPEAKING & LISTENING STANDARDS

PRIORITY

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.
- c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.
- d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.

Refer to R.8.1 to support SL.8.1.a.

SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

Refer to R.8.4 regarding language choices in SL.4.

Speaking & Listening Learning Targets

- I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.8.1.a).
- I can pose questions that connect the ideas of several peers and respond with relevant observations and ideas which promote multiple perspectives about the topic, text, or issue (SL.8.1.c).
- I can qualify, justify, or modify my views when evaluating new information (SL.8.1.d).
- I can verbally present claims and relevant evidence with sound valid reasoning (SL.8.4).
- I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.8.4).

LANGUAGE STANDARDS

PRIORITY

L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Active and passive voice verbs.
- b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs.
- c. Recognizing and correcting shifts in verb voice and mood.

SUPPORTING

L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective

Learning Targets

- I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.8.5).
- I can show metacognitive awareness as a writer/speaker by explaining the reasons for language choices (L.8.5). *See supporting standard L.8.1.d*
- I can form and use verbs in the active and passive voice (L.8.5.a).
- I can use and explain the intended purpose of different moods of verbs (indicative, imperative, interrogative, conditional, and subjunctive) to create an intended effect (L.8.5.b).
- I can find and fix any shifts in verb voice and mood that are incorrect or cause confusion (L.8.5.c).
- I can use and explain punctuation, such as commas, colons, semicolons, and dashes, for an intended effect (L.8.5). *See*

choices when composing, creating, and speaking.
 d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.

L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Punctuation to recognize a pause or break
- b. Ellipsis to indicate an omission
- c. Correct spelling

supporting standard L.8.6

- I can use ellipsis to indicate an omission (L.8.5). *See supporting standard L.8.6*

Specific Grammar & Usage Content:

- Sentence (eg. direct and indirect objects, subject complement, predicate nominative, predicate adjective, preposition, prepositional phrase)
- Verbs (eg. gerund, interrogative mood, indicative mood, imperative mood, active voice, passive voice)
- Punctuation (eg. comma, colon, semicolon, dash)
- Parallel structure

ASSESSMENT EVIDENCE

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish a researched argument.

Success Criteria Rubrics

- Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

Beginning of Unit:

- *Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question*
- *Background knowledge check*

During / Throughout the Unit:

- *Background knowledge check*
- *Student self-reflection*
- *Conferring/strategy groups*
- *Student readers/writers notebook & note taking*

Common Post-Assessment:

- *Speaking/Listening: Collaborative conversation and/or presentation*
- *Reading: Selected response, student readers notebook*
- *Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook*
- *Language: Assessed within writing piece, selected response focusing on application, writers notebook*

On-demand writing/ AP Free Response question:

Extension & AP Readiness may include

1. AP English Literature Readiness: A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a coming-of-age novel. Choose a passage from your novel that illustrates a significant coming-of-age moment. Then write a well-organized essay that analyzes how that passage shapes the meaning of the work as a whole. Possible novels: *House on Mango Street* by Sandra Cisneros, *Invisible Man* by Ralph Ellison, *Portrait of the Artist as a Young Man* by James Joyce, *Their Eyes Were Watching God* by Zora Neale Hurston, *To Kill a Mockingbird* by Harper Lee, *Jane Eyre* by Charlotte Bronte.
2. Research work by artist and writer, [Faith Ringgold](#). How did her life experiences and challenges shape her art narrative? Choose one of her artworks which illustrates her story that you relate to. Describe this work and its symbolism. Experiment with a visual representation of your challenges that shape your future.

Unit 4: The Thrill of Suspense

Through the study of literary criticism, short story, poetry, graphic novel text, and essay, students will learn about the suspense genres and why people enjoy dramatic and scary stories.

DESIRED RESULTS

Essential Questions

Students will keep considering...

- What makes life thrilling, dramatic, and suspenseful?

Unit Priority Standards

Students will know and be able to...

READING STANDARDS

PRIORITY

R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences (RI & RL).

R.8.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI & RL).

R.8.6

Learning Targets

Learning Targets

- I can cite accurate direct and indirect textual evidence which strongly supports my thinking (R.8.1).
- I can make logical inferences about a text (R.8.1).
- I can determine the meaning of words and phrases in context (literal, connotative, figurative and multiple meanings) (R.8.4).
- I can analyze how specific word choice affects the meaning, tone, and mood of the text (R.8.4).
- I can determine different points of view, perspective, and bias of the characters, audience, or readers (RL.8.6).
- I can analyze how point of view, perspective, or bias affects mood and tone (RL.8.6).

In literary texts, analyze how the differences between point of view, perspectives, and possible biases of the characters, the audience or reader create effects such as mood and tone (RL).

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints (RI).

Specific Vocabulary Word Study:

- Literary and informational Signposts (eg. Contrasts and Contradictions, Aha Moment, Tough Questions, Words of the Wiser, Again and Again, Memory Moment, Big Questions, Extreme or Absolute Language, Numbers and Stats, Quoted Words, Word Gaps)
- Genre (eg. literary criticism, short story, film, media, epic poem, graphic novel)
- Literary elements (eg. points of view, narrator, suspense, theme, foreshadowing, dialogue, imagery, figurative language)
- Nonfiction text elements (eg. central idea, paraphrase, summarize,
- Greek and/or Latin word parts

WRITING STANDARDS

PRIORITY

W.8.2 Write text in a variety of modes:

- a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.
- c. Write narratives that develop real or imagined experiences or events using relevant description details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

SUPPORTING

W.8.3 Create writing that utilizes:

- a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.
- b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.

Writing Learning Targets

- I can write a claim that supports an argument and/or literary theory (W.8.2.a).
- I can support claim(s) with clear reasons and relevant evidence which is accurate and credible (W.8.2.a).
- I can use alternate or opposing claims to strengthen my claim (W.8.2.a).
- I can analyze relevant content in order to develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples within broader categories in informative/explanatory text (W.8.2.b).
- I can write narratives that develop real or imagined experiences or events using relevant descriptive details (W.8.2.c).
- I can engage and orient the reader by developing a context, point of view, and narrator or characters (W.8.2.c).
- I can organize the reasons and evidence logically in a structure that supports and clarifies the purpose and topic throughout the entire text (W.8.2.a). *See also supporting standard W.8.3.a*
- I can use a variety of transitions that create cohesion and clarity among ideas and concepts (W.8.2). *See supporting standard W.8.3.b*

Specific Writing Craft:

- Writing process and/or on-demand writing (eg. prompt analysis, topic, purpose, audience)
- Development / narrative techniques (eg. plot elements, setting/context, point of view, characterization, dialogue, sensory language)
- Organization (eg. sequence of events, flashback,

	foreshadowing, pacing, transitions)
<p>SPEAKING & LISTENING STANDARDS PRIORITY</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented <p><i>Refer to R.8.1 to support SL.8.1.a.</i></p> <p>SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><i>Refer to R.8.4 regarding language choices in SL.4.</i></p>	<p>Speaking & Listening Learning Targets</p> <ul style="list-style-type: none"> I can verbally support analysis by making connections, paraphrasing, clarifying, or explaining the evidence (SL.8.1.a). I can contribute to a formal discussion, staying focused in order to set, reflect upon, and accomplish our goals (SL.8.1.b). I can pose questions that connect the ideas of several peers and respond with relevant observations and ideas which promote multiple perspectives about the topic, text, or issue (SL.8.1.c). I can communicate clearly and in an engaging manner for the audience, purpose, and situation using consistent eye contact, adequate volume, and clear pronunciation (SL.8.4).
<p>LANGUAGE STANDARDS PRIORITY</p> <p>L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Active and passive voice verbs. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs. Recognizing and correcting shifts in verb voice and mood. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. 	<p>Learning Targets</p> <ul style="list-style-type: none"> I can demonstrate contextually appropriate use of the conventions of standardized English grammar, usage, and spelling when writing or speaking (L.8.5). I can show metacognitive awareness as a writer/speaker by explaining the reasons for language choices (L.8.5.d). <i>See supporting standard L.8.1</i> I can form and use verbs in the active and passive voice (L.8.5.a). I can use and explain the intended purpose of different moods of verbs (indicative, imperative, interrogative, conditional, and subjunctive) to create an intended effect (L.8.5.b). I can find and fix any shifts in verb voice and mood that are incorrect or cause confusion (L.8.5.c).

<p>SUPPORTING</p> <p>L8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>a. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.</p> <p>L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Punctuation to recognize a pause or break b. Ellipsis to indicate an omission</p>	<ul style="list-style-type: none"> ● I can use and explain punctuation, such as commas, colons, semi-colons, and dashes, for an intended effect (L.8.5). <i>See supporting standard L.8.6</i> ● I can use ellipsis to indicate an omission (L.8.5). <i>See supporting standard L.8.6</i> <p>Specific Grammar & Usage Content:</p> <ul style="list-style-type: none"> ● Parts of Speech (eg. indefinite pronoun) ● Verbs (eg. subjunctive mood) ● Punctuation (eg. dash) ● Capitalization ● Agreement (eg. subject and verb, pronoun-antecedent, number)
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ASSESSMENT EVIDENCE
Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Given an authentic prompt, students will develop and publish a narrative.

Success Criteria Rubrics

→ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback

Key Feedback & Assessment Strategies:

<p>Beginning of Unit:</p> <p>→ Common pre-assessments may include reading a text, answering questions, and writing a constructive response using the essential question</p> <p>→ Background knowledge check</p>	<p>During / Throughout the Unit:</p> <p>→ Background knowledge check</p> <p>→ Student self-reflection</p> <p>→ Conferring/strategy groups</p> <p>→ Student readers/writers notebook & note taking</p>	<p>Common Post-Assessment:</p> <p>→ Speaking/Listening: Collaborative conversation and/or presentation</p> <p>→ Reading: Selected response, student readers notebook</p> <p>→ Writing: Narrative, argument, and/or informational (on-demand and/or process piece), writers notebook</p> <p>→ Language: Assessed within writing piece, selected response focusing on application, writers notebook</p>
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Extension & AP Readiness may include

On-demand writing/ AP Free Response question:

AP Literature Readiness:

Literature Discussion Group, Frankenstein, by Mary Shelley. Examine the role of suspense and foreshadowing throughout the novel. Do you think these devices are effective, or does Victor's obvious foreshadowing reveal too much? How does foreshadowing differ among the three main narrators (Walton, Victor, and the monster)?