

## Wilson Area School District Planned Course Guide

**Title of planned course:** 8th Grade Language Arts

**Subject Area:** ELA

**Grade Level:** 8

**Course Description:** Writing - refining structure, emphasis on text analysis, emphasis on style, word choice, communication through speaking and other forms of expression, vocabulary development through contextual references to implement application, reinforcement of grammatical conventions to enhance written expression

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Sara Bray-Ulrich, Heather Fredericks, Danielle Monroe

## Curriculum Map

### **August:**

- Introduction to Eighth Grade/Reinforce Classroom Procedure
- Assessment of Current Skills and Weaknesses

### **September:**

- The Writing Process
- Begin Grammar and Mechanics Unit #1 (current skill assessment)

### **October:**

- Complete Grammar Unit #1
- Begin Narrative Writing Unit #1: Real Experiences

### **November:**

- Complete Narrative Writing Unit #1
- Vocabulary

### **December:**

- Writing Style
- Begin Nonfiction Text-Evidence Based Argumentative Essay

### **January:**

- Complete Nonfiction Text-Evidence Based Argumentative Essay
- Begin Nonfiction Text-Evidence Dependent Analysis Compare/Contrast

### **February:**

- Complete Nonfiction Text-Evidence Based Compare/Contrast
- Formal Speaking Scaffolding off of Compare/Contrast Unit

### **March:**

- Grammar and Mechanics Unit #2
- Begin Literary/Poetry Analysis

### **April:**

- Complete Literary/Poetry Analysis
- Begin Narrative Writing II - Imaginative Experiences

### **May:**

- Complete Narrative Writing II - Imaginative Experiences
- Research

### **June:**

- Complete Research if necessary

## Planned Course Materials

**Course Title:** 8th Grade Language Arts

**Textbook:** *Holt-Reinhart Grammar Instruction Textbook*

**Supplemental Books:**

- Sadlier Vocabulary Level C
- CommonLit

**Teacher Resources:**

- Daily Grammar Practice
- Excerpts from *A Long Way Gone: Memoirs of a Boy Soldier* by Ismael Beah
- *Immigrant Kids* excerpt by Russell Freedman
- *Thank You, Ma'am* by Langston Hughes
- Teacher-selected fictional/nonfictional texts from CommonLit text and commonlit.org
- Song lyrics and children's books as narrative examples
- Martin Luther King's *I Have a Dream* Speech
- Alice Walker's *Tribute to MLK*
- *Murder in the Lunchroom*
- *Murder in the Bathroom*
- *Sodder Family Mystery*
- Sample Poetry Types and Examples for Modeling:
  - Elizabethe Alcevedo: *For the Poet Who Told Me Rats Aren't Noble Enough Creatures for a Poem*
  - Maya Angelou: *Still, I Rise*
  - Langston Hughes: *I, Too*
  - Sojourner Truth: *Ain't I A Woman*

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** The Writing Process

**Time frame:** Three Week Introduction, Spiraling Year-Round Unit

### **State Standards:**

- CC.1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow
- CC.1.4.8.C: Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- CC.1.4.8.D: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension
- CC.1.4.8.T: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- C.C.1.4.8.X: 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 discipline-specific purposes

**Anchor(s) or Adopted Anchor:** E08.C.1.2.1; E08.E.1.1.1; E08.C.1.2.2; E08.E.1.1.2; E08.C.1.2.1; E08.C.1.2.3; E08.C.1.2.6; E08.E.1.1.1; E08.E.1.1.3; E08.E.1.1.6

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Identify steps in the writing process; explain the value of each step using the traditional writing process (brainstorm, development of ideas, formatting said ideas into logical sequence, editing and publishable format)
- Apply steps to writing assignments of varying formats, lengths, and time frames.
- Identify personal areas of strength and weakness in writing process and make individual goals for improvement
- Increase writing endurance: focused writing for increased periods of time

**Core Activities:** Students will complete/participate in the following:

- Guided practice of writing method
- Keep a writer's journal
- Create well-developed, organized drafts of varying lengths on various topics and forms
- Analyze writing for strengths and weaknesses
- Peer review in order to practice critically evaluating writing
- Create measurable, individual goals for improvement

### **Remediation:**

- Guided writing using sentence and paragraph starters
- Mentor texts
- Extended time
- Write collaboratively (whole group, small group, or partner)
- Idiom/Parable/Slang purpose and need

**Extensions:**

- Create a poster or visual outline the steps of the writing process
- Personal writing topic selection
- Vocabulary analysis

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Modeling
- Group and independent practice
- Flexible/jigsaw grouping
- Teacher/student conferencing
- Peer editing

**Materials & Resources:**

- Writing process method slideshow and guided notes
- Various writing prompts
- Teacher generated handouts
- Writing method quiz
- Student notebooks/journals

**Assessments:**

- Formative:
  - Daily Bellringers/Warm-ups
  - Review of student work (independent, peer, and teacher)
  - Teacher-student conferencing
- Summative:
  - Quiz on stages of Writing Process
  - All written compositions throughout the duration of the year

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Grammar and Mechanics Unit Part I

**Time frame:** Three Weeks, Spiraling Year-Round Unit

**State Standards:**

- CC.1.4.8.F/CC.1.4.8.L/CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

**Anchor(s) or Adopted Anchor:** E08.D.1.1.1; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Identify/Recall parts of speech
- Identify/Recall parts of a sentence
- Identify/ Recall and revise fragment and run-on sentences and dangling modifiers
- Target and correct problems in punctuation with a specific focus on apostrophe, semi-colons, capitalization, commas
- Identify/Recall sentence type and sentence purpose
- Identify/Recall and correct capitalization errors

**Core Activities:** Students will complete/participate in the following:

- Daily Grammar Practice (DGP) weekly worksheets
- DGP notes to complete worksheets and activities
- Review and practice in warm ups
- Grammar quizzes
- Edit writing samples
- Peer revision

**Remediation:** Differentiated worksheets

**Extensions:**

- Review peer or published publications for grammatical errors
- Create a student-centered handbook addressing targeted skills
- Individual or small group presentations of select skills

**Instructional Methods:**

- Direct instruction with a smartboard and document camera
- Guided practice
- Group and independent practice
- Flexible/jigsaw grouping

**Materials & Resources:**

- Daily Grammar Book Level 8
- Daily Grammar Practice Notes
- Daily Grammar Practice weekly worksheets
- Teacher-generated worksheets
- Teacher-generated quizzes
- *Holt-Reinhart Grammar Instruction Textbook*

**Assessments:**

- Formative:
  - Review DGP worksheets
  - Whole group practice
- Summative:
  - Quizzes/tests
  - published writing pieces

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Narrative Writing I - Real Experiences

**Time frame:** Three weeks

**State Standards:**

- CC.1.4.8.M: Write narratives to develop real or imagined experiences or events
- CC.1.4.8.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters
- CC.1.4.8.O: Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- CC.1.4.8.P: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events
- CC.1.4.8.Q: Write with an awareness of the stylistic aspects of writing. Use sentences of varying lengths and complexities. Create tone and voice through precise language
- CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

**Anchor(s) or Adopted Anchor:** E08.C.1.3.1; E08.C1.3.2; E08.C1.3.4; E08.C.1.3.1; E08.C.1.3.3; E08.C.1.3.5; E08.C.1.3.4; E08.D.2.1.1; E08.D.2.1.2; E08.D.2.1.3; E08.D.2.1.4; E08.D.2.1.5; E08.D.2.1.6; E08.D.1.1.1; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Incorporate elements of narrative writing to compose an original personal narrative based on a life experience
- Incorporate elements of narrative writing to compose an creative, imaginative narrative
- Incorporate tone and mood
- Write with an awareness of narrative structure and pacing
- Write in a linear manner, incorporating flashbacks or foreshadowing as needed
- Incorporate transition words
- Analyze character and plot development
- Incorporate dialogue
- Complete the steps of the writing process

**Core Activities:** Students will complete/participate in the following:

- Identify narrative elements in sample texts
- Model narrative writing after reading samples/mentor texts
- Review components of character analysis
- Review five stages of plot development
- Practice word usage to describe tone and mood



- Incorporate figurative language modeled after mentor text
- Dialogue instruction
- Key vocabulary, questions, and analysis of mentor texts
- Peer review

**Remediation:**

- Modified or tiered assignment
- Extended time
- Story and sentence starters

**Extensions:**

- Publish in school newspaper
- Multimedia presentation of narrative
- Design a children's book of narrative
- Design a graphic comic book of narrative

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Large and small group discussion
- Modeling
- Graphic organizers
- Group and independent practice
- Teacher student/group conferencing
- Think-pair-share
- Guided reading

**Materials & Resources:**

- Excerpts from *A Long Way Gone: Memoirs of a Boy Soldier* by Ismael Beah
- "Immigrant Kids" excerpt by Russell Freedman
- "Thank You, Ma'am" by Langston Hughes
- Graphic organizers

**Assessments:**

- Formative:
  - Teacher circulation and teacher conferencing
  - Peer and small group brainstorming
  - Review of writing drafts (personal, peer, whole group)
  - Identification of narrative elements in sample texts (discussion or written response)
- Summative:
  - Published personal narrative(s)
  - Quiz on narrative elements

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Vocabulary

**Time frame:** 2 Weeks

### **State Standards:**

- CC1. 4.8.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly and accurately
- CC 1.4.8. E: Write with awareness of stylistic aspects of composition
- CC1.4.8 F: Demonstrate grade appropriate conventions of Standard English grammar, usage, capitalization, punctuation, and spelling
- CC1.4.8. K: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style
- CC 1.4.8 L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC. 1.4.8 Q: Write with an awareness of the stylistic aspects of writing. Use sentences of varying lengths and complexities. Create tone and voice through precise language
- CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

**Anchor(s) or Adopted Anchor:** E08.C.1.2.4; E08.C.1.2.5; E08.D.2.1.1; E08.D.2.1.2; E08.D.2.1.3; E08.D.2.1.4; E08.D.2.1.5; E08.D.2.1.6; E08.E.1.1.4; E08.E.1.1.5; E08.D.1.1.1; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5; E08.C.1.1.4; E08.D.2.1.1; E08.D.2.1.2; E08.D.2.1.3; E08.D.2.1.4; E08.D.2.1.5; E08.D.2.1.6; E08.E.1.1.4; E08.E.1.1.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Develop strategies to recognize, spell, and interpret common words in the English Language
- Use a variety of context clues, knowledge of root words, and glossaries to identify the origins and meanings of unfamiliar words

**Core Activities:** Students will complete/participate in the following:

- Read word lists in the context of a provided passage
- Model usage of target context-clue strategy to predict meanings of unfamiliar words in the text
- Check meanings using glossary
- Categorize and classify words based on roots, affixes, and letter patterns/Identify synonyms and antonyms of vocabulary words
- Complete sentences using the correct vocabulary word
- Use new vocabulary accurately when speaking and writing

**Remediation:**

- Vocabulary journal
- Alternate word lists

**Extensions:** Completion of Writing in Action activities for each unit in Vocabulary Workshop

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Guided practice
- Flexible/jigsaw grouping
- Group and independent practice
- Think-pair-share

**Materials & Resources:**

- Sadlier Vocabulary Workshop Level C
- Teacher-generated resources
- Teacher Created Assessments

**Assessments:**

- Formative:
  - Observation,
  - Group discussion
  - Chapter activities
  - Related writing activities
- Summative:
  - Formal quiz or test
  - Conventions score in writing

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Writing Style

**Time frame:** Three Weeks

**State Standards:**

- CC.1.4.8.E: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.

**Anchor(s) or Adopted Anchor:** E08.C.1.2.4; E08.C.1.2.5; E08.D.2.1.1; E08.D.2.1.2; E08.D.2.1.3; E08.D.2.1.4; E08.D.2.1.5; E08.D.2.1.6; E08.E.1.1.4; E08.E.1.1.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Identify components of formal and informal writing styles
- Select precise, tier II academic language for formal essays
- Eliminate wordiness and redundancy
- Vary sentence structure

**Core Activities:** Students will complete/participate in the following:

- Identify components of formal and informal vocabulary and sentence structure
- Review and revise sample sentences and essays
- Select previous essays for revision
- Peer edit
- Identify personal writing strengths and weaknesses and make goals for improvement

**Remediation:**

- Group composition
- Partner revision

**Extensions:** Oral presentations, slideshows, posters

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Guided practice
- Group and independent practice
- Teacher and student conferencing
- Peer editing and revision
- Flexible and jigsaw grouping
- Modeling

**Materials & Resources:**

- Teacher-generated handouts
- Sample essays
- Previous student essays

**Assessments:**

- Formative:
  - Student-teacher conferencing
  - Quick check-ins to review revisions
  - Daily warm-ups
- Summative:
  - Revised, re-submitted essays

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Nonfiction Text-Evidence Based Argumentative Essay

**Time frame:** Four Weeks

### **State Standards:**

- CC.1.4.8.G: Write arguments to support claims
- CC.1.4.8.H: Introduce and state an opinion on a topic
- CC.1.4.8.I: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic
- CC.1.4.8.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented
- CC.1.4.8.K: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style
- CC.1.4.8.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

**Anchor(s) or Adopted Anchor:** E08.C.1.1.1; E08.E.1.1.1; E08.C.1.1.2; E08.E.1.1.2; E08.C.1.1.1; E08.C.1.1.3; E08.C.1.1.5; E08.E.1.1.1; E08.E.1.1.3; E08.E.1.1.6; E08.C.1.1.4; E08.D.2.1.1; E08.D.2.1.2; E08.D.2.1.3; E08.D.2.1.4; E08.D.2.1.5; E08.D.2.1.6; E08.E.1.1.4; E08.E.1.1.5; E08.D.1.1.1; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Identify and explain the different components of argumentative writing
- Compose an original, well-structured argumentative essay
- Fully support thesis/claim and rebut counterclaim
- Delineate and evaluate opposing viewpoints
- Identify/examine implicit and explicit evidence for claim and counterclaim
- Careful select words/phrasing for concise and impactful argumentative writing

**Core Activities:** Students will complete/participate in the following:

- Take notes on argumentative components
- Practice identifying argumentative components in sample texts
- Analyze different points of view on topic (text-to-text, video-to-text)
- Comprehension questions and key vocabulary from selected texts
- Evaluate positions on a topic (from select texts)
- Evaluate explicit and implicit text evidence
- Complete graphic organizer for text evidence
- Generate thesis/claim statements
- Use the writing process to complete essay

- Peer revision

**Remediation:**

- Peer revision
- Teacher/student revision - teacher conferencing
- Whole group writing as needed
- Sentence and paragraph starters

**Extensions:**

- Rhetorical analysis to analyze bias in select argumentative texts
- Structured class debate using argumentative components
- Create an advertisement with claim/counterclaim
- Research-based argumentative writing piece on self-selected topic

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Guided reading
- Large and small group discussion
- Modeling
- Peer revision
- Teacher / student conferencing
- Group and independent practice

**Materials & Resources:**

- Sample argumentative essays from Commonlit.org
- “Murder in the Lunchroom”
- “Murder in the Bathroom”
- “Sodder Family Mystery”

**Assessments:**

- Formative:
  - Small and large group discussion, writing responses, graphic organizers responses, student drafts
- Summative:
  - Quiz on argumentative components
  - Published argumentative essay

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Nonfiction Text-Evidence Dependent Analysis Compare/Contrast

**Time frame:** Three Weeks

### **State Standards:**

- CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- CC.1.4.8.S Draw evidence from informational texts to support analysis [and] reflection
- CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed

**Anchor(s) or Adopted Anchor:** E08.C.1.2.2; E08.E.1.1.2; E08.C.1.2.1; E08.C.1.2.3; E08.C.1.2.6; E08.E.1.1.1; E08.E.1.1.3; E08.E.1.1.6; E08.E.1.1.1; E08.E.1.1.2; E08.E.1.1.3; E08.E.1.1.4; E08.E.1.1.5; E08.E.1.1.6

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Identify and explain the components of a text-dependent analysis
- Analyze author's purpose
- Identify and analyze explicit and implicit text evidence
- Compare and contrast multiple perspectives / authors on same topic
- Use the steps of the writing process to compose an original compare/contrast essay

**Core Activities:** Students will complete/participate in the following:

- Note-taking on components of a text-dependent analysis
- Identify elements of TDA in sample texts
- Practice identifying and generating quality analysis in sample texts and worksheets
- Brief review of strategies to read nonfiction texts
- Close read to identify text evidence
- Questions about key components in selected texts to analyze
- Create a thesis statement
- Cite direct quotations and paraphrased information
- Graphic organizers to organize, compare, and contrast text evidence
- Develop evidence-based, deeper analysis
- Use the writing process to publish an original compare/contrast text-dependent analysis

### **Remediation:**

- Peer revision
- Teacher/student revision - teacher conferencing
- Whole group writing as needed
- Sentence and paragraph starters



**Extensions:**

- Create a visual to compare and contrast texts
- Compare and contrast two texts on a self-selected topic

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Guided reading
- Large and small group discussion
- Modeling
- Peer revision
- Teacher / student conferencing
- Group and independent practice

**Materials & Resources:**

- Slideshow and note-taking on text-dependent analysis
- Martin Luther King's "I Have a Dream" Speech
- Alice Walker's "Tribute to MLK"
- Teacher-selected texts from Commonlit.org
- Highlighters and post-it notes for close read

**Assessments:**

- Formative:
  - Small and large group discussion
  - Writing responses
  - Graphic organizers responses
  - Student drafts
- Summative:
  - Quiz on TDA components
  - Published compare/contrast essay

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Formal Speaking

**Time frame:** Three Weeks

**State Standards:**

- CC.1.5.8.A: Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly
- CC.1.5.8.B: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- CC.1.5.8.C: Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- CC.1.5.8.D: Present claims and findings, 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
- CC.1.5.8.F: Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence
- CC.1.5.8.G: Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content

**Anchor(s) or Adopted Anchor:** E08.E.1.1.1; E08.E.1.1.2; E08.E.1.1.3; E08.E.1.1.4; E08.E.1.1.5; E08.E.1.1.6

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Identify community issue
- Research from reliable sources and databases
- Create an action-based proposal to address selected issue
- Organize information and ideas into concise, well-structured format
- Present proposal to clearly convey purpose and engage audience
- Use multimedia tools in presentation

**Core Activities:** Students will complete/participate in the following:

- Research current community/society issues
- Brainstorm solutions to community issues through small/large group discussion and free-writing
- Create a unique, research-based proposal
- Prepare a formal presentation to present to peers and teachers
- Prepare and present a well thought-out proposal using multimedia
- Address opposing viewpoints
- Careful select words/phrasing for concise and impactful phrasing

**Remediation:**

- Teacher/student modeling

- Partner or Group centered speech presentation

**Extensions:**

- Further study of famous orators and their speech methods
- Evaluate peer proposals

**Instructional Methods:**

- Direct instruction with smartboard
- Videos
- Modeling
- Large and small group discussion
- Small group and independent practice
- Teacher and student conferencing

**Materials & Resources:**

- Scaffolding based on previous Non-Fiction TDA unit materials
- researched nonfiction pieces
- Multi-media models for reference

**Assessments:**

- Formative:
  - Assessment on various speech types and patterns
- Summative:
  - Written speech
  - Oral presentation of self-researched and written speech

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Grammar and Mechanics Part II

**Time frame:** Three Weeks, Spiraling Year-Round Unit

**State Standards:**

- CC.1.4.8.F/CC.1.4.8.L/CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

**Anchor(s) or Adopted Anchor:** E08.D.1.1.1 ; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Identify Phrases and Clauses and types (reinforces previous parts of speech, sentence types, etc)
- Identify Three Types of Verbals and proper uses
- Target and correct problems in punctuation with a specific focus on hyphenation, semi-colons, underlining, italics, ellipsis, dash, and parentheses

**Core Activities:** Students will complete/participate in the following:

- Daily Grammar Practice (DGP) weekly worksheets
- DGP notes to complete worksheets and activities
- Review and practice in warm ups
- Grammar quizzes
- Edit writing samples
- Peer revision

**Remediation:** Differentiated worksheets

**Extensions:**

- Review peer or published publications for grammatical errors
- Create a student-centered handbook addressing targeted skills
- Individual or small group presentations of select skills

**Instructional Methods:**

- Direct instruction with a smartboard and document camera
- Guided practice
- Group and independent practice
- Flexible/jigsaw grouping

**Materials & Resources:**

- Daily Grammar Book Level 8
- Daily Grammar Practice Notes
- Daily Grammar Practice weekly worksheets
- Teacher-generated worksheets
- Teacher-generated quizzes
- *Holt-Reinhart Grammar Instruction Textbook*

**Assessments:**

- Formative:
  - Review DGP worksheets
  - Whole group practice
- Summative:
  - Quizzes/tests
  - Published writing pieces

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Literary/Poetry Analysis

**Time frame:** Three Weeks

**State Standards:**

- CC.1.4.8.A: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly
- CC.1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow
- CC.1.4.8.C: with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aid comprehension
- CC.1.4.8.D: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aid comprehension
- CC.1.4.8.E: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style
- CC.1.4.8.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

**Anchor(s) or Adopted Anchor:** E08.D.1.1.1; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Recognize various poetry formats
- Identify common literary elements used in poetry
- Analyze meaning within presented poems
- Demonstrate understanding of poetic elements in self-created works

**Core Activities:** Students will complete/participate in the following:

- Read and identify types of poems (teacher and student selected)
- Define/Identify literary and poetic elements as used by poets
- Compose/Analyze a variety of poetry across genres and types
- Create self created portfolio of poetic variety and analysis

**Remediation:**

- Differentiated style and analysis requirements
- Pre-chosen pieces for use
- Small or partner discussion of poetic elements and components

**Extensions:**

- Publish original poetry in school newspaper
- Create a media presentation, poster, or book that shows how various academic disciplines can be expressed
- Illustrate poetry using the imagery and sensory details in the poem as cues

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Guided reading
- Guided annotations
- Large and small group discussion
- Modeling
- Group and independent practice
- Peer Revision
- Graphic organizers
- Teacher and student conferencing

**Materials & Resources:**

- Teacher-generated handouts
- Sample essays and poems
  - -Elizabethe Alcevedo: *For the Poet Who Told Me Rats Aren't Noble Enough Creatures for a Poem*
  - -Maya Angelou: *Still, I Rise*
  - -Langston Hughes: *I, Too*
  - -Sojourner Truth: *Ain't I A Woman*
- Previous student essays

**Assessments:**

- Formative:
  - Student-teacher conferencing
  - Quick check-ins to review revisions
  - Daily warm-ups
- Summative:
  - Revised, re-submitted essays
  - Student created poetry collections

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Narrative Writing II - Imaginative Experiences

**Time frame:** Three Weeks

**State Standards:**

- CC.1.4.8.M: Write narratives to develop real or imagined experiences or events
- CC.1.4.8.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- CC.1.4.8.O: Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- CC.1.4.8.P: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
- CC.1.4.8.Q: Write with an awareness of the stylistic aspects of writing. Use sentences of varying lengths and complexities. Create tone and voice through precise language.
- CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Anchor(s) or Adopted Anchor:** E08.C.1.3.1; E08.C1.3.2; E08.C1.3.4; E08.C.1.3.1; E08.C.1.3.3; E08.C.1.3.5; E08.C.1.3.4; E08.D.2.1.1; E08.D.2.1.2; E08.D.2.1.3; E08.D.2.1.4; E08.D.2.1.5; E08.D.2.1.6; E08.D.1.1.1; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Incorporate elements of narrative writing to compose an original personal narrative based on a life experience
- Incorporate elements of narrative writing to compose an creative, imaginative narrative
- Incorporate tone and mood
- Write with an awareness of narrative structure and pacing
- Write in a linear manner, incorporating flashbacks or foreshadowing as needed
- Incorporate transition words
- Analyze character and plot development
- Incorporate dialogue
- Complete the steps of the writing process

**Core Activities:** Students will complete/participate in the following:

- Identify narrative elements in sample texts
- Model narrative writing after reading samples/mentor texts
- Review components of character analysis
- Review five stages of plot development
- Practice word usage to describe tone and mood



- Incorporate figurative language modeled after mentor text
- Dialogue instruction
- Key vocabulary, questions, and analysis of mentor texts
- Peer review

**Remediation:**

- Modified or tiered assignment
- Extended time
- Story and sentence starters

**Extensions:**

- Publish in school newspaper
- Mlk, multimedia presentation of narrative
- Design a children's book of narrative
- Design a graphic comic book of narrative

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Large and small group discussion
- Modeling
- Graphic organizers
- Group and independent practice
- Teacher student/group conferencing
- Think-pair-share
- Guided reading

**Materials & Resources:**

- Teacher-selected fictional narrative texts
- Song lyrics and children's books as narrative examples
- Graphic organizers
- Teacher generated handouts

**Assessments:**

- Formative:
  - Teacher circulation and teacher conferencing
  - Peer and small group brainstorming
  - Review of writing drafts (personal, peer, whole group)
  - Identification of narrative elements in sample texts (discussion or written response)
- Summative:
  - Published personal narrative(s)
  - Oral presentation of self-created works

## Curriculum Scope & Sequence

**Planned Course:** 8th Grade Language Arts

**Unit:** Research

**Time frame:** Three Weeks

**State Standards:**

- CC1. 4.8.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly and accurately
- CC 1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow
- CC 1.4.8.C: Develop and analyze the topic with well-chosen facts, definitions, concrete details, quotations or other information and examples
- CC 1.4.8.D: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- CC 1.4.8.E: Write with awareness of stylistic aspects of composition
- CC 1.4.8.F: Demonstrate grade appropriate conventions of Standard English grammar, usage, capitalization, punctuation, and spelling
- CC. 1.4.8.S: Draw evidence from ... informational texts to support analysis [and] reflection

**Anchor(s) or Adopted Anchor:** E08.C.1.2.1; E08.E.1.1.1; E08.C.1.2.2; E08.E.1.1.2; E08.C.1.2.1; E08.C.1.2.3; E08.C.1.2.6; E08.E.1.1.1; E08.E.1.1.3; E08.E.1.1.6; E08.C.1.2.4; E08.C.1.2.5; E08.D.2.1.1; E08.D.2.1.2; E08.D.2.1.3; E08.D.2.1.4; E08.D.2.1.5; E08.D.2.1.6; E08.E.1.1.4; E08.E.1.1.5; E08.D.1.1.1; E08.D.1.1.2; E08.D.1.1.3; E08.D.1.1.4; E08.D.1.1.5; E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.8; E08.D.1.1.9; E08.D.1.1.10; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.2; E08.D.1.2.3; E08.D.1.2.4; E08.D.1.2.5; E08.E.1.1.1; E08.E.1.1.2; E08.E.1.1.3; E08.E.1.1.4; E08.E.1.1.5; E08.E.1.1.6

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Select a Specific Research Topic
- Brainstorm questions to answer about a topic
- Research using credible sources and take notes using specific texts
- Summarize to avoid plagiarism
- Incorporate paraphrasing and direct quotes with citation
- Employ style, content, and organizational skills supporting thesis
- Defend essay through full writing process
- Construct finalized paper

**Core Activities:** Students will complete/participate in the following:

- Review note taking using multiple resources
- Practice identification of credible sources
- Develop Thesis
- Gather evidence or support
- Compose essay
- Review in-text citation and develop Works Cited page
- Teacher/ Student revision

**Remediation:**

- Peer revision
- Teacher/student revision
- Whole group writing as needed
- Sentence and paragraph starters

**Extensions:**

- Self- Selected Research components

**Instructional Methods:**

- Direct instruction with smartboard and document camera
- Webquest
- Large and small group discussion
- Videos
- Modeling
- Group and independent practice
- Teacher and student/group conferencing
- Peer revision

**Materials & Resources:**

- Sample essays
- Teacher generated resources
- Worksheets
- Graphic organizers
- Multimedia resources

**Assessments:**

- Formative:
  - Small and large group discussion
  - Writing responses
  - Graphic organizers responses
  - Student drafts
- Summative:
  - Quiz on TDA components
  - Published compare/contrast essay