



ENGLISH

8th Grade

FRIENDSHIP

Course/Subject:
English

Grade:
8

Suggested Timeline:
3 – 4 weeks

Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	Friendship
Unit Summary	Students will collaboratively write and present a composition that connects to one of the reading genres within the unit. Using a variety of texts, students will discover themes and main/central ideas connected to the topic of friendship. Through this discovery, they will practice their comprehension and analyses of texts, their evaluation of author's craft -- specifically as it pertains to conflict and imagery -- and their basic use of conventions of the English language.

Unit Essential Questions:

- How are topic, theme, and main/central idea interrelated?
- How do other literary components help the reader/writer prove a valid topic, theme, and main idea/central idea?
- What conflicts do authors build into their narratives?
- How does imagery affect the reader's experience and serve as implicit evidence for analysis?
- How can different genres share similar topics?
- How does a writer/speaker incorporate evidence to support a claim?
- What are the basic conventions of writing sentences?
- How does a reader/writer use topic and main idea to develop a summary?

Key Understandings:

- Main/Central idea = Topic + overarching idea
- Theme = Main idea minus story details
- Conflict and imagery can be clues to determining topic, main/central idea, and theme
- Internal vs. external conflicts
- Implicit vs. explicit evidence
- Narrative vs. Poetry vs. Non-fiction
- Integrating quotes
- Summary = main idea + very important details

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
<u>CC.1.3.8.A</u>	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<u>CC.1.3.8.B</u>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
<u>CC.1.3.8.C</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<u>CC.1.3.8.E</u>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
<u>CC.1.5.8.F</u>	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
<u>CC.1.5.8.G</u>	Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.
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.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.8.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.8.A	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Important Standards Addressed in the Unit:

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.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
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 character.
CC.1.4.8.O	Use a 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.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 tasks, purposes and audiences.
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.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.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Students do not understand that topic is not a complete sentence. Students do not understand that topic, central/main idea and theme are related. Students do not understand that theme is a generalization related to everyone, whereas the central/main idea is specific to the narrative. Students do not understand that a narrative can have multiple conflicts, not just the one that drives the plot. Students think that imagery is just visual - instead of including the other senses. Students do not understand that citing a quote is not just dropping it into a paragraph. Students do not discern a good quote from a more effective one to use as evidence. Students are not aware that two different genres can have a similar topic and central/main idea. Students confuse biography, bibliography and autobiography. 	<ul style="list-style-type: none"> A topic is a word or short phrase, comparable to a subject. A theme is a sentence built from the topic and central/main idea. A theme in a narrative writing is the lesson involving the human experience that the reader takes away The central/main is the overarching point about the topic A narrative can have a primary conflict, supplemented by many other lesser but relevant conflicts. Imagery is descriptive language that can appeal to one or more of the five senses. Citing a quote includes properly introducing it, accurately quoting it and effectively explaining its credible relevance to the question. Chosen evidence needs to fit the scope of the question and be easily proven through explanation. Topics and central/main ideas can cross genres. Biography is a writing by one person about another person; bibliography is a record of sources used for research; autobiography is a writing by one person about oneself.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Topic, theme, and main/central idea interrelated. Other literary components help the reader/writer prove a valid topic, theme, and main idea/central idea. Authors build multiple conflicts into their narratives. Imagery affects the reader's experience and serves as implicit evidence for analysis. 	<ul style="list-style-type: none"> Build theme from main idea and topic Identify evidence to include imagery and conflict that authors use to support theme Identify multiple conflicts within one narrative Find explicit and implicit evidence and analyze how imagery implicitly supports the theme 	<ul style="list-style-type: none"> Communication through interviewing Collaborating and Communicating during presentations by completing notes and contributing to class discussion. Critical thinking during written academic prompts, oral discussions (whole group and partner) Creative visual presentation

<ul style="list-style-type: none"> • A reader/writer adds very important details to the topic and main idea to develop a summary • Different genres share similar topics. • A writer/speaker needs to incorporate evidence to support a claim. • Writing for academic purposes requires conventions. 	<ul style="list-style-type: none"> • Use topic and main idea to create a summary of a text • Delineate how topics compare and contrast across genres • Uses an effective strategy to incorporate evidence to support a claim • Utilize conventions of capitalization, end marks and complete sentences 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Analysis • Autobiography • Bibliography • Biography • Central/Main idea • Character • Cite • Claim • Conclusions • Conflict (internal and external) • Conventions • Details 	<ul style="list-style-type: none"> • Evidence (explicit and implicit) • Fiction • Generalizations • Genre • Imagery • Inferences • Integration • Literary elements • Narrative • Nonfiction • Objective 	<ul style="list-style-type: none"> • Plot • Poetry • Rhyme Scheme • Sequence • Setting • Stanza • Summary • Text analysis • Text evidence • Topic • Theme
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Evidence: Assessments and Performance Task(s)

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- Written academic prompt on topic, theme and main idea/central idea
 - Written academic prompt (compare and contrast)
 - Written academic prompt on point of view of an autobiography
 - Oral and visual performance assessments
 - Narrative piece focusing on the conventions of capitalization, end marks and complete sentences
 - Selected-response format tests
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Interdisciplinary Connections:

- Psychology - Human need for connections
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Additional Resources:

- Author biographies and videos to provide background prior to reading
 - Online resources/video excerpts to enhance instruction of literary components
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Created By: Sallie Albert, Pam Lum, Jennifer Smith



ENGLISH

8th Grade

TOUGH DECISIONS

Course/Subject: English	Grade: 8	Suggested Timeline: 4–6 weeks
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Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	Tough Decisions
Unit Summary	Students will analyze literature to determine author's point of view based on the tone of writing and the mood realized. Using a variety of texts, students will practice their ability to generalize before encountering figurative language in text that will lead them toward greater analysis of authors' ideas and their own evaluation of these ideas. Through this encounter, they will practice their comprehension and analyses of texts, their evaluation of author's craft – specifically as it pertains to tone, mood, dialogue, allusion and point of view – and their basic use of conventions of English language.

Unit Essential Questions:

- How can figurative language serve as clues to a story's topic, main idea and theme?
- How does figurative language differ from literal language?
- To what extent can making generalizations prior to reading aid in comprehension?
- How can etymology – including prefixes, suffixes and roots – build more robust vocabulary?
- How can author's tone in word choice create a mood in the reader that helps the reader identify the author's viewpoint?
- To what extent does the point of view in which a text is written lend itself to the author's purpose?
- How does imagery serve as implicit evidence leading a reader to deep analysis?
- To what extent do character interactions make a story come to life?
- How can summarizing a story aid in deeper analysis?
- What other text details – both explicit and implicit – lead a reader to deeper analysis?

Key Understandings:

- Figurative language – including allusion and analogy - points a reader to realize other literary devices
- Figurative language cannot be taken literally
- Generalizations aid in comprehension
- Knowing word parts can serve as reader clues to larger words
- Tone and mood point towards author's perspective
- Authors choose points of view for specific purposes
- Imagery paints a picture in the reader's mind
- Narratives contain dialogue to create realism
- Somebody Wanted But So Then as a summary of a narrative
- Inferencing – based on both explicit and implicit evidence - leads to analysis
- Context clues aid in comprehension

<ul style="list-style-type: none"> How can using context clues improve comprehension? 	
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1
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. E08.B-C.2.1.1
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 E08.B-V.4.1.2 E08.B-C.2.1.3
CC.1.3.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.1
CC.1.3.8.C	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3
CC.1.3.8.D	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-C.2.1.1
CC.1.3.8.F	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2
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. E08.C1.3.2 E08.C1.3.4

Important Standards Addressed in the Unit:

CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.B-V.4.1.1 E08.B-V.4.1.2
CC.1.2.8.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
CC.1.3.8.A	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.2
CC.1.3.8.E	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. E08.A-C.2.1.2

CC.1.3.8.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E08.A-V.4.1.1
CC.1.3.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.A-V.4.1.1 E08.A-V.4.1.2
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.8.B	Identify and introduce the topic clearly, including a preview of what is to follow. E08.C.1.2.1 E08.E.1.1.1
CC.1.4.8.C	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E08.C.1.2.2 E08.E.1.1.2
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. 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
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. 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
CC.1.4.8.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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
CC.1.2.8.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E08.B-V.4.1.1

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Students do not readily see that grammatical pronouns connect with point of view. Students show confusion with the multiple meaning of the words point of view, perspective, and vantage point and how sometimes they relate to author's opinion and other times simply narrator's voice Students do not separate narration from dialogue when determining point of view. Students confuse tone, mood, and atmosphere. Students fail to recognize that an author's choice of words can reveal his/her tone about a character, event, idea within the text. 	<ul style="list-style-type: none"> All parts of ELA are interrelated; pronouns in narration show the author's chosen point of view—the specific voice that he/she has chosen to tell the story Point of view can also refer to the author's beliefs, opinion, ideals, which an author reveals through word choice, characters, plot Tone is author's attitude; mood/atmosphere is the reader's feeling Author word choice is paramount; words are chosen as carefully as a painter chooses colors. Figurative language often works in pairs. For example, a simile can power imagery. The author's tone reveals his/her opinion, with which a reader can evaluate and then agree or disagree.

<ul style="list-style-type: none"> • Students do not readily recognize how one kind of figurative language can work to power another kind of figurative language. • Students do not think their ideas matter and often take all text as gospel. • Students think that narratives, especially fiction, are meant only to entertain, often allowing ideas to impress upon them without careful analysis and evaluation • Students do not understand that dialogue is not just for entertainment, but it makes the setting and character more realistic to the reader. • Students think that summarizing is equivalent to analysis rather than its true worth—a precursor to analysis. • Students think it is acceptable to skip unfamiliar words even when viable clues exist within the text that can improve their comprehension. • Students think that large vocabulary is too taxing to define. • Students are not always aware that they have to read between the lines to uncover hidden meaning. 	<ul style="list-style-type: none"> • Narratives entertain but often have a deeper purpose—to deliver an author’s attitude or opinion through a creative, subtle medium. • Authors research the time and place of their stories to add realism to the setting, characters, and plot. • A summary of a story aids in comprehension but is not an analysis. A summary often accompanies an analysis because it allows the writer to give his audience a quick overview before offering analysis. • While looking up unfamiliar words can be time consuming, authors often provide clues within text to allow reader to get the gist of unfamiliar words. • Large vocabulary is often made up of smaller word parts, which can be more easily defined and can improve a reader’s overall comprehension. • Slowing down, rereading, and examining text can aid in uncovering deeper, richer meaning.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Pronouns in narration show the author’s chosen point of view • Point of view can also refer to the author’s beliefs, opinion, ideals • Tone is author’s attitude; mood/atmosphere is the reader’s feeling • Word choice is important to convey meaning • Authors use figurative language to help convey their messages • Authors’ tone reveals their opinion • Narratives deliver an author’s attitude or opinion • Authors research the time and place of their stories to add realism to the setting, characters, and plot. • A summary of a story aids in comprehension but is not an analysis. • Context clues aid in comprehension • An awareness of the various affixes can enhance vocabulary acquisition to aid in 	<ul style="list-style-type: none"> • Identify pronouns to prove the point of view • Infer the author’s belief, opinion, and/or ideal and identify text that supports it. • Identify the author’s attitude and explain how this affects the reader • Make inferences from words that create a feeling or show an idea • Analyze figurative language to understand the author’s message • Identify and verify details that an author might have needed to research to add realism to the narrative • Summarize a narrative quickly using the SWBST strategy to aid comprehension before moving into analysis • Define unfamiliar words and show proof of definition using context • Identify words that, when defined using context, improve comprehension 	<ul style="list-style-type: none"> • Creativity through new ending to story and visual demonstration of figure of speech • Communication of previous knowledge of Civil War and new knowledge • Students demonstrate critical thinking of the realities of war - not just the glories • In discussions and writing of responses to literature, students demonstrate courage in revealing their personal opinions

comprehension and improve literacy <ul style="list-style-type: none"> • There is value in effectively analyzing a text by slowing down and rereading 	<ul style="list-style-type: none"> • Dissect larger words to develop a working definition that aids in comprehension • Reach deeper analysis 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Tone • Mood • Atmosphere • Point of view • Perspective • Vantage point • Opinion • Context clues 	<ul style="list-style-type: none"> • Historical fiction • Science fiction • Narrative • Imagery • Inferences • Implicit evidence • Explicit evidence • analogy 	<ul style="list-style-type: none"> • Summary • Pronouns • Dialogue • Analysis • Figurative language • Allusion • Etymology • purpose
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Evidence: Assessments and Performance Task(s)

- Written academic prompt on tone, mood, and point of view
 - Written academic prompt on allusion and figurative language
 - Selected-response format tests
 - Ten percent summaries
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Interdisciplinary Connections:

- History—Civil War
 - Science—Bioethics and Genetic Engineering
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Additional Resources:

- Informational pieces
 - Videos to provide background for purpose of making generalizations
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Created By: Sallie Albert, Pam Lum and Jennifer Smith



CONVENTIONS OF FORMAL LANGUAGE

Course/Subject: English	Grade: 8	Suggested Timeline: 2-3 weeks
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Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	Conventions of Formal Language
Unit Summary	Students will demonstrate a solid command of the conventions of formal English grammar, usage and mechanics in their writing and speaking. Students will become more aware of the differences between and proper opportunities to employ formal and informal English for the purpose of conveying their ideas to others, earning credibility and ensuring an effective and desirable communication outcome.

Unit Essential Questions:

- How does a solid command of the English language contribute to effective communication?
- How can awareness of the divisions of English language aid in determining formal versus informal English?
- When should a communicator employ formal English versus informal (colloquial) language?
- Why should colloquial language be avoided or heavily weighed before use in formal situations?
- To what extent does knowing the eight parts of speech aid in awareness of formal English?
- To what extent are complete sentences considered a requirement of formal English?
- How can proficient use of confused words in both writing and pronunciation build a communicator's credibility?
- How do mechanics of language impart meaning to a reader?

Key Understandings:

- A solid understanding of the conventions of Standard English grammar, usage, and mechanics allows writers to be successful in transferring their words uniquely to another person for the purpose of being understood.
- Knowing that language is composed of grammar rules, forms of usage, and mechanical aspects provides a communicator with revision tools to best improve communication for its purpose.
- Formal English should be used in formal situations.
- Colloquial language should be avoided in formal situations to avoid misunderstandings that could result in undesirable consequences.
- Parts of speech are the categories into which words are placed according to the work they do in a sentence, so knowing the parts can help a communicator seek help in fixing misplaced parts.
- Complete sentences, consisting of a subject, a verb, and a complete thought, are necessary in situations where the audience might not have or might need context, especially in formal writing.

	<ul style="list-style-type: none"> • Punctuation is a benefit of writing so that aspects like tone, importance and interrelationships of words can be simply conveyed without complex explanation. • Proper spelling shows awareness and efficacy of one's language. • Capitalization shows specificity and importance to an audience.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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. E08.C1.3.2 E08.C1.3.4
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. E08.C.1.3.1 E08.C.1.3.3 E08.C.1.3.5
CC.1.4.8.Q	Write with an awareness of the stylistic aspects of writing. □ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language. 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
CC.1.4.8.R	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.
CC.1.4.8.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 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
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.
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Important Standards Addressed in the Unit:

CC.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 tasks, purposes, and audiences.
CC.1.3.8.C	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3
CC.1.3.8.F	CC.1.3.8.FAnalyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. E08.A-C.2.1.3 E08.A-V.4.1.1 E08.A-V.4.1.2
CC.1.3.8.J	CC.1.3.8Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.A-V.4.1.1 E08.A-V.4.1.2

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> English is synonymous with grammar. Good writers do not need to revise. School is not a formal situation. Narratives, especially personal ones, do not require formal English. If colloquial language works with my family and friends, it should work with everyone and in every situation. Parts of speech have no connection to writing. Sentences just need a subject and a verb. Punctuation is tedious and makes writing more difficult. Misspellings do not affect a reader's comprehension. Capitalization is not of great importance. Contractions are acceptable in formal English. The pronouns that a writer uses are not indicative of formal or informal style. 	<ul style="list-style-type: none"> English is the larger and inclusive category that includes grammar, usage and mechanics in speaking and writing, while grammar only involves parts of speech All writers benefit from rereading and revising to improve the efficacy of their thinking and writing All academic writing should employ formal English Narratives require formal English, though when dialogue is used, some informal English may be acceptable There are acceptable occasions to use informal (colloquial) English Individual words – parts of speech – are the building blocks of thinking, speaking, writing and listening While a very basic sentence includes only a subject and verb, it is unacceptable in regular practice except in the rare case of emphasis. There is a variety of sentence types that are preferable to employ in more advanced writing. Punctuation is necessary for proper, complete and effective conveyance of writing Misspellings can cause misinformation and inaccuracy Capitalization is important for consistency, accuracy, awareness and respect Contractions are considered informal dialect and have no place in formal writing Third person pronouns in writing are formal, while first and second person pronouns are informal English, with the latter being the most informal

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The English language is made up of grammar, usage, and mechanics; all three should be considered when the goal is formal English. Revising is the longest most intricate part of the writing process. Formal English avoids dialect, idiom, and slang because it shows disregard for the audience and assumes familiarity. Complete sentences have a subject, verb, and a complete thought. There are eight parts of speech, easily remembered using the acronym IVAN CAPP. 	<ul style="list-style-type: none"> Identify the three components of the English language and use this knowledge in formal speaking and writing situations Revise – repeatedly re-reading, re-thinking and re-writing – is a necessary step in becoming a better written communicator Realize that dialect, idiom and slang are informal English and have a limited place in formal academic writing Write in complete grade-appropriate sentences, using a variety of patterns including subject, verb and complete thought Remember the eight parts of speech are the tools/categories 	<ul style="list-style-type: none"> Creativity in writing their own piece Becoming more aware of their Communication Critical Thinking by reflecting on their work Collaboration on formal/informal writing project Competent in mastering their language Conscientious in revising their writing

<ul style="list-style-type: none"> • Mechanics consists of capitalization, abbreviation, punctuation, and spelling (CAPS) • Punctuation is an effective tool to help a communicator show meaning without explanation. • Homonyms (homophones and homographs) need special attention to avoid misuse and misunderstanding. • Capitalization shows importance and specificity, relating to proper vs. common nouns. • Contractions are two separate words pushed together in which the apostrophe replaces omitted letters, showing a rushed, lazy, or casual voice. • Writing in first and second person is just as formal as writing in third person. 	<p>that every word in the English language are identified by usage</p> <ul style="list-style-type: none"> • Employ proper use of capitalization, abbreviation, punctuation and spelling in academic writing • Avoid misspelling and usage of homonyms (and other frequently confused and misspelled words) • Distinguish accurately between proper and common nouns • Understand that contractions are not used in formal academic writing • Third person writing is formal English while first and second person writing are informal English 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Adjective • Adverb • capitalization • colloquialism • Conjunction • Dialect • Formal writing 	<ul style="list-style-type: none"> • Idiom • Informal writing • Interjection • italics • mechanics • Noun • preposition 	<ul style="list-style-type: none"> • Pronoun • Pronunciation • punctuation • slang • usage • Verb • Word choice
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Evidence: Assessments and Performance Task(s)

- Written academic narrative, showing both informal English within the dialogue and formal language within the narration.
- Writing scenarios to include brainstorming and revising

Interdisciplinary Connections:

- Foreign Language
- Mathematics (relationship to grammar and punctuation)

Additional Resources:

- Passages from novels
- Grammar Video Clips

Created By: Sallie Albert, Jennifer Smith, Pam Lum



FUNCTIONS OF NOUNS AND PRONOUNS

Course/Subject: English	Grade: 8	Suggested Timeline: 2-3 weeks
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Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: All about Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	Functions of Nouns and Pronouns
Unit Summary	Students will demonstrate an understanding of the functions of nouns and pronouns, making correct selections of pronouns in their writing and speaking.

Unit Essential Questions: <ul style="list-style-type: none"> How does a solid command/awareness of nouns and pronouns and their functions contribute to effective communication? What functions do nouns/pronouns have in a sentence? To what extent does knowing noun/pronoun functions aid in improving writing and speaking for formal encounters? How does mechanics help readers comprehend usage of nouns and pronouns? How does awareness of noun functions help a reader use the correct pronoun replacement? 	Key Understandings: <ul style="list-style-type: none"> A solid command/awareness of nouns and pronouns and their functions contribute to effective communication. Nouns/Pronouns have a variety of functions in a sentence: subject, predicate nominative, direct object, indirect object, object of a preposition, appositive, direct address or possessive. Being aware of noun/pronoun function and case aids in improved formal writing and speaking. Proper mechanics with noun/pronoun usage can aid student communication of ideas. An awareness of the correct noun functions is crucial to correct pronoun replacement.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.8.L	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.6; E08.D.1.1.7; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.4; E08.D.1.2.5; E08.E.1.1.5

Important Standards Addressed in the Unit:

CC.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 tasks, purposes, and audiences.
CC.1.5.8.E	Adapt speech to a variety of contexts and tasks
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">• Pronouns are the same as proper nouns• Subjects are always at the beginning of a sentence.• Only a single word can function as an entire part of speech.• All words/ideas are essential and equal in importance in every sentence.• All plural possessive nouns end with s'.• Possessive pronouns use apostrophes just like nouns.• A word can only ever be one part of speech.• Being verbs are not important because they are comparable in size to many prepositions and conjunctions (is versus in).• Subjects are always right in front of the verb. (subject verb agreement)• A pronoun does not have to match the case and number of the noun it is replacing.• Commas do not transfer meaning to the reader (appositives, direct address, items in a series)	<ul style="list-style-type: none">• Pronouns replace nouns to avoid the need to repeat the noun whereas proper nouns are important, specific nouns that are capitalized.• Complete subjects in declarative form are in front of the verb but simple subjects are not necessarily at the beginning of the sentence.• Sentences can have more than one subject in a variety of locations within them.• While individual words have functions, phrases and clauses that make up a sentence also have functions.• Subjects and verbs that come with a complete thought are the most important parts of any sentence; all other words, phrases, and clauses are extra information.• The English language has irregular plural nouns that do not end in s; to make them plural, you add 's.• Personal possessive pronouns do not use apostrophes. Other pronouns do use apostrophes.• Being verbs are extremely important in writing and speech to determine correct case and number of subjects, predicate nominatives and predicate adjectives.• A subject can be anywhere in a sentence – sometimes, as in an interrogative, it can be after the subject.• A pronoun must be in the same case and number as the noun it is replacing – called the antecedent.• Commas are needed to punctuate appositives, nouns of direct address, as well as separating items in a series.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• The English language is made up of grammar, usage, and mechanics; all three should be considered when the goal is formal English.• Revising is the longest most intricate part of the writing process.• Formal English means using proper noun/pronoun cases, avoiding inappropriate pronoun	<ul style="list-style-type: none">• Identify eight functions of nouns/pronouns• Revise earlier writing pieces to find personal errors in pronoun usage.• Practice speaking scenarios to demonstrate formal versus informal uses of pronouns• Write complete, grade-appropriate sentences, using a variety of patterns that represent the eight functions of nouns/pronouns.	<ul style="list-style-type: none">• Becoming more aware of their communication• Critical thinking by reflecting on their work• Collaboration on formal/informal speaking scenarios• Competency in their language• Conscientious in revising their writing

shifts, and ensuring subject/verb agreement.	<ul style="list-style-type: none"> • Employ proper use of commas and apostrophes in relation to specific noun functions and be able to communicate the message that they convey to the reader. • Have an awareness of which noun/pronoun functions belong to which of the four noun/pronoun cases. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Nouns • Pronouns • Adjectives • Antecedent • Apostrophe • Case 	<ul style="list-style-type: none"> • Grammar • Usage • Mechanics • Possessives • Number • Function 	<ul style="list-style-type: none"> • Appositives • Nouns of Direct Address • Subject • Direct Object • Object of Preposition • Agreement
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Evidence: Assessments and Performance Task(s)

- Writing and speaking tasks, showing understanding of formal and informal uses of nouns/pronouns
- Formative and summative assessments

Interdisciplinary Connections:

- Foreign language
- Mathematics (relation to number; spatial and analytical reasoning)

Additional Resources:

- Grammar Video Clips
- Online practice sites
- Ancillary sources from classroom literature/novels

Created By: Sallie Albert, Pam Lum and Jennifer Smith



ENGLISH

8th Grade

ALL ABOUT VERBS AND VERBALS

Course/Subject: English	Grade: 8	Suggested Timeline: 2-3 weeks
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Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: All About Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	All About Verbs and Verbals
Unit Summary	Students will demonstrate an understanding of the function of verbs, adverbs and verbals.

Unit Essential Questions: <ul style="list-style-type: none"> How does a solid command/awareness of verbs, adverbs and verbals and their functions contribute to effective communication? What functions and purposes do verbs, adverbs and verbals have in a sentence? What are active and passive voice? What are the moods of verbs? To what extent does knowing verb/adverbs/verbal functions aid in improving writing and speaking for formal encounters? How do mechanics help readers comprehend usage of verbals? How does awareness of verb conjugations help a reader use the correct subject/verb agreement? How can one determine if a verb's voice/mood shift is appropriate? How can one identify and avoid using misplaced modifiers in speaking and writing? 	Key Understandings: <ul style="list-style-type: none"> A solid command/awareness of verbs and verbals and their functions/tenses/voice/moods contribute to effective communication. Verbals are never verbs—when they are nouns they are called gerunds or infinitives and function in a sentence like a noun would: subject, predicate nominative, direct object, indirect object, object of a preposition, appositive, direct address or possessive. When verbals are adjectives they are called participles or infinitives, describing a noun or pronoun. When verbals are adverbs they are called infinitives, modifying an adjective, a verb, or another adverb. Verbals provide variety in writing and communicating. Being aware of verbals and verbs aids in improved formal writing and speaking. Proper mechanics, specifically commas, applies to verbs and verbals and can aid communication of ideas. An awareness of a verb's tense, voice, and mood can help a writer to avoid inappropriate/unnecessary shifts.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.8.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.1.1.8; E08.D.1.1.11; E08.D.1.2.1; E08.D.1.2.4; E08.D.1.2.5
CC.1.4.8.Q	Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language. E08.D.2.1.1 E08.D.2.1.3 E08.D.2.1.4; E08.E.1.1.5

Important Standards Addressed in the Unit:

CC.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 tasks, purposes, and audiences.
CC.1.5.8.E	Adapt speech to a variety of contexts and tasks
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">• Verbals are verbs.• Words ending in –ed and –ing are always verbs.• Only single words can be identified as a part of speech.• All words/ideas are essential and equal in importance in every sentence.• Adjectives do not have to be in a certain location.• Adverbs only modify verbs.• Verbs just show action or state of being.	<ul style="list-style-type: none">• Verbals look like verbs (-endings) but function as nouns, adjectives or adverbs.• A group of words can serve/function as one part of speech.• While individual words have functions, phrases and clauses that make up a sentence also have functions.• An adjective may appear anywhere in a sentence – not just next to the noun/pronoun it modifies.• Adverbs can modify verbs, adjectives or other adverbs.• Verbs can show time, conditions, moods and voice.• Being verbs are extremely important in writing and speech to determine correct case and number of subjects, predicate nominatives and predicate adjectives.• Subjects and verbs that come with a complete thought are the most important parts of any sentence; all other words, phrases, and clauses are extra information.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The English language is made up of grammar, usage, and mechanics; all three should be considered when the goal is formal English. Revising is the longest most intricate part of the writing process. Formal English means using verbs appropriately. Variety in writing involves making use of verbals. Avoiding dangling modifiers ensures clear, professional communication. 	<ul style="list-style-type: none"> Identify voice of verbs Identify mood of verbs Identify verbals Distinguish verbals from verbs 	<ul style="list-style-type: none"> Becoming more aware of their communication Critical thinking by reflecting on their work Collaboration on formal/informal speaking scenarios Competency in their language Conscientious in revising their writing Create a project-based advertisement involving gerund usage

Academic Vocabulary:

<ul style="list-style-type: none"> Verbs Adverbs Verbals Voice Active Passive punctuation 	<ul style="list-style-type: none"> Mood Indicative Imperative Interrogative Conditional Subjunctive Misplaced modifier 	<ul style="list-style-type: none"> Tense Infinitive Participle Gerund Noun Noun functions Adjectives
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Evidence: Assessments and Performance Task(s)

- Writing and speaking tasks, showing understanding of verbs and verbals differences
- Formative and summative assessments
- Project-based performance

Interdisciplinary Connections:

- Foreign language
- Art
- Mathematics

Additional Resources:

- Grammar Video Clips
- Online practice sites
- Ancillary sources from classroom language/literature/novels

Created By: Sallie Albert, Pam Lum and Jennifer Smith

**ENGLISH****8th Grade****COURAGE AND OPTIMISM****Course/Subject:**
English**Grade:**
8**Suggested Timeline:**
4-5 weeks

Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	Courage and Optimism
Unit Summary	Students will experience narratives written for theatrical performance

Unit Essential Questions:

- What is drama?
- How does drama compare and contrast to other narratives?
- What literary techniques do playwrights build into their dramas?
- How do I verify the central idea of non-fiction text?
- What is the difference between explicit and implicit text?
- How does a reader use the connections that a non-fiction writer provides to better comprehend the central idea?
- How can analyzing an author's word choice and tone aid the reader in determining the point of view or purpose for writing?
- How can an analysis of specific sentences, paragraphs, and mediums that a non-fiction author uses to develop and refine a concept assist the reader in determining an author's viewpoint?
- How can texts with conflicting information be analyzed?

Key Understandings:

- Drama is literature in action.
- Drama is a narrative; however, by its nature it needs to be different because it is performed for a live audience.
- Playwrights use literary techniques that will engage their audience and affect their overall experience such as tone and mood.
- The central idea in non-fiction is typically provided in the beginning and restated at the end supported with various kinds of details, both explicit and implicit in nature, that make connections among and distinctions between individuals, ideas, or events.
- An explicit text is one where the author directly states something, while implicit information is not directly stated but implied.
- Non-fiction authors can reveal their personality, background and beliefs by the words that they weave into their writing, by the way they structure their ideas, and by their choice of visual aids that use to present their topic, argument or story.
- Author's viewpoint can be conveyed through word choice and tone.

	<ul style="list-style-type: none"> • Author’s viewpoint can be presented and/or developed by the manner in which a topic/concept is developed. • Texts with conflicting information can be analyzed based on word choice, direct statements, and uncovering author’s background.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1; E08.B-V.4.1.2 E08.; B-C.2.1.3
CC.1.3.8.C	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3
CC.1.3.8.D	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-C.2.1.1
CC.1.3.8.G	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.4.8.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 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

Important Standards Addressed in the Unit:

CC.1.2.8.A	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.B-K.1.1.2
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3
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. E08.B-C.2.1.1
CC.1.2.8.I	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. E08.B-C.3.1.2
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.B-V.4.1.1 E08.B-V.4.1.2

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Drama is not related to narrative. • Drama is always fiction and involves Shakespeare. • Dramatic irony is merely irony in a play. • Intonation is how loud a speaker speaks. • Actors are the most important aspect of a stage performance and/or film. • Conflict is the same as crisis 	<ul style="list-style-type: none"> • Drama is a specific kind of narrative but has some similarities and differences to other narratives • Drama is often fiction, but can also be based on real events. Shakespeare is not the only writer of drama. • Dramatic irony is the term used to identify the situation where the audience/reader knows something, but the actors/characters in the play do not

	<ul style="list-style-type: none"> • Intonation involves using the voice – volume, expression, diction – to convey a message • Actors are one part of a stage performance; there is a collaboration of the author, the script, actors, costuming; lighting; scenery; sound effects and audience that are all equally inter-dependent. • Crisis often involves a life and death situation; whereas conflict is a problem.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Drama has a shortened plot, cast list, speech tags, stage directions, Acts and Scenes – which make it unique to narrative. • Drama has two main categories – Comedy and Tragedy • Drama is literature in action. • Drama is a shared experience. • Drama is a collaborative genre with many job opportunities. • Dramatic irony works to create suspense in a drama. • Tone is part of both written and spoken communication involving both connotation and creative voice inflection 	<ul style="list-style-type: none"> • Create a plot diagram of a play • Compare and contrast dramas to other narratives • Be a successful audience member at a live performance • Informatively explain the many roles involved in a dramatic performance • Find evidence of dramatic irony and analyze its ability to create suspense • Find evidence of character lines which explicitly show tone versus those which require the nuances of an actor's voice to reveal tone 	<ul style="list-style-type: none"> • Communication through practice of tone using lines of a play • Communication through analytical discussions and Socratic seminars • Critical thinking during written academic prompts and oral discussions • Creativity through pre- and post-reading activities • During Socratic seminars and oral reading of the play, all students will be Contributing members

Academic Vocabulary:

<ul style="list-style-type: none"> • actors • acts • autobiography • basic dramatic principles • blocking • central idea • character • characterization • comprehension • comedy • conflict • connections • crisis • dialogue tags • dramatic irony 	<ul style="list-style-type: none"> • dynamic character • evidence • explicit • fact • flat character • flashback • foreshadowing • hero/heroine • idioms • implicit • informative • list of characters • narrative • non-fiction • perspective 	<ul style="list-style-type: none"> • playwright • point of view • round character • sarcasm • set • scenes • shock of recognition • situational irony • stage directions • static character • suspense • symbolism • tragedy • verbal irony
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Evidence: Assessments and Performance Task(s)

- Web quest
- Formative and Summative assessments

Interdisciplinary Connections:

- History-World War II
- Performing Arts
- Art

Additional Resources:

- Passages from novels
- Community Theater for live performance

Created By: Sallie Albert, Jennifer Smith, Pam Lum



ENGLISH
8th Grade
RESEARCH

Course/Subject: English	Grade: 8		Suggested Timeline: 4–6 weeks
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Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	Research
Unit Summary	Students will investigate, read, and annotate a variety of sources and then compile evidence to support an overarching claim of an entire research paper.

Unit Essential Questions:

- What is research writing?
- How does it differ from prompt writing?
- How does a research writer give credit to his/her sources?
- What is MLA format and why do I have to use it?
- What are the parts of the essay?
- What are the components of a body paragraph?
- How does a thesis statement relate to a main idea?
- How is a thesis statement related to topic sentences in an essay?
- What are the steps of the writing process?
- How is revising the heart of writing?
- How are the traits of writing achieved through the writing process?

Key Understandings:

- Research writing is writing about a topic on which the writer has gained knowledge by means of reading published, reliable literature.
- In Research writing, a student must create his/her own prompt, while in prompt writing, the prompt is given.
- A research writer keeps a record of his/her sources and then shares this with his/her audience by means of in-text citation and a works cited page. When you don't need to cite sources in text, then you use a works consulted page instead.
- MLA style refers to the method of writing research papers recommended by The Modern Language Association. It allows readers of research to have a standard format so that it does not distract them from the content of writing.
- An essay includes three basic parts: Introduction, Body and Conclusion.
- A Body Paragraph is made up of a Topic Sentence, Supporting Detail sentences - including text-based evidence, an explanation of all provided evidence, and a Concluding Sentence.
- A writer calls it a Thesis Statement for an essay while the reader calls it a Main Idea sentence in a paragraph.

	<ul style="list-style-type: none"> • A Thesis Statement can be broken down to multiple topic sentences • The steps of the Writing Process include Pre-writing, Drafting, Writing, Revising, and Publishing. • Revising is the heart of writing; it requires the most effort because it involves rethinking one's writing. • Prewriting helps Focus and Content, Drafting supports Organization and Content, Revising supports Style and Conventions.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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. E08.C.1.2.1 E08.E.1.1.1
CC.1.4.8.C	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E08.C.1.2.2 E08.E.1.1.2
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. 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
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. 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
CC.1.4.8.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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

Important Standards Addressed in the Unit:

CC.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 tasks, purposes, and audiences.
CC.1.2.8.A	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.B-K.1.1.2
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3
CC.1.2.8.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. E08.B-C.3.1.1

CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.B-V.4.1.1 E08.B-V.4.1.2
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Academic Vocabulary:

<ul style="list-style-type: none"> background bibliography (works cited vs. brainstorming) works consulted) body paragraphs Clincher Concluding sentence Credit evidence formatting 	<ul style="list-style-type: none"> I.C.E. vs P.E.E.L. (P.E.E.P.) hook in-text citation MLA note cards outline paraphrasing plagiarizing prompt writing 	<ul style="list-style-type: none"> research Restatement revising slugs sources subtopics thesis statement Topic sentence Traits of Writing
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Evidence: Assessments and Performance Task(s)

- Formative and Summative assessments
 - Final research paper
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Interdisciplinary Connections:

- History-World War II
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Additional Resources

- Library and Media Resource Room
 - Online search engines and resources
 - Video Writing Tutorials
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Created By: Sallie Albert, Pam Lum and Jennifer Smith

**ENGLISH****8th Grade****THE MASTER STORYTELLER**

Course/Subject: English	Grade: 8	Suggested Timeline: 2-3 weeks
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Grade Level Summary	8 th Grade
Grade Level Units	Unit 1: Friendship Unit 2: Tough Decisions Unit 3: Conventions of Formal Language Unit 4: Functions of Nouns & Pronouns Unit 5: Verbs and Verbals Unit 6: Courage and Optimism Unit 7: Research Unit 8: The Master Storyteller

Unit Title	The Master Storyteller
Unit Summary	Students will experience authors who try to outwit, amuse, and shock their audience.

Unit Essential Questions:

- What traits belong to the master storyteller?
- What literary techniques do authors employ to outwit, amuse, and shock their readers?
- What is situational irony?
- How does an author use human assumptions to mislead his audience?
- What is the difference between explicit and implicit text?
- How is the master storyteller's tone related to other literary aspects?
- What is humor and comic relief?
- What is a myth?
- How and why do authors repurpose myths?

Key Understandings:

- A master storyteller is imaginative, audacious, cunning, and entertaining.
- Authors use situational irony, plot twists, dialogue, characterization, and stereotypes to outwit, amuse, and shock their readers.
- Situational irony is when an outcome occurs that is opposite of what the audience expected.
- Authors consider human typical thinking to mislead the audience into thinking one thing even though the opposite is true.
- Implicit text requires reader inferencing skills while explicit text is directly stated in the text.
- A reader can discover the master storyteller's tone by regarding word choice, characterization, conflict, climax, and resolution.
- Humor is part of a master storyteller's plan—he will make the audience make connections and laugh at human folly. If the humor falls right after a very serious moment, it is called comic relief.
- A myth is a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events
- Authors repurpose myths to deliver a timely message using a familiar plot to which the audience will inherently relate.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.3.8.C	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3
CC.1.3.8.D	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-C.2.1.1
CC.1.4.8.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 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
CC.1.3.8.H	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. E08.A-C.3.1.1
CC.1.3.8.D	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-C.2.1.1
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3

Important Standards Addressed in the Unit:

CC.1.3.8.A	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. E08.B-K.1.1.2
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E08.B-K.1.1.1
CC.1.2.8.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E08.B-V.4.1.1 E08.B-V.4.1.2
CC.1.5.8.A	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Misconceptions:

- Storytelling is not an artform.
- Storytellers have no reason to think about their readers.
- Irony is just a type of language and is in no way related to the plot of a story.
- Authors are too scholarly to have a sense of humor.
- Bias and stereotypes appear in nonfiction but never in fiction.
- Fiction narratives are unique inventions of their authors.

Proper Conceptions:

- Storytelling is part of language ARTS. Being able to affect an audience is a quality of any art.
- Storytellers understand the human brain and heart and use this understanding to entertain their readers cleverly.
- An author employs situational irony to create a plot twist.
- Authors love to play with words, and humor is nothing more than playful language.
- Some biases and stereotypes are woven so tightly within a culture that people do not even realize they are affected by them—the master fiction storyteller relies on these deeply imbedded ideas when using archetypes in their stories.

- Authors often base their themes and character types of off myths, rendering them new.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Situational irony is when the opposite of what the reader expects happens • A plot twist is when a part of the plot veers in a direction that is different from what the audience expected. • A generalization is an idea founded through inferencing of a situation. • Generalizations are related to bias and stereotypes. • Authors often employ a form of stereotypes called archetypes to frame their stories. 	<ul style="list-style-type: none"> • Annotate while reading. • Find evidence of situational irony, plot twist, and archetypes. • Compare modern themes and characters with those present in myths. • Use both explicit and implicit text evidence to support text analysis. • Analyze author's tone and the effect that the tone has on audience mood. • To compare and contrast a work of literature to some other work of art. 	<ul style="list-style-type: none"> • Communication through literary discussions and seminars. • Critical thinking during written academic prompts and oral discussions • Creativity through pre- and post-reading activities • During Socratic seminars and oral reading of the play, all students will be Contributing members • Collaboration work to brainstorm ideas, such as aspects on which comparisons and contrasts will be made.

Academic Vocabulary:

<ul style="list-style-type: none"> • Archetype • bias • character • Characterization • Character types • cliffhanger • climax • Comic relief • Comprehension 	<ul style="list-style-type: none"> • connotation • Conflict • evidence • Explicit • generalization • humor • Implicit • Mood • myth 	<ul style="list-style-type: none"> • Narrative • plot • Plot twist • resolution • situational irony • stereotype • Symbolism • Theme • tone
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Evidence: Assessments and Performance Task(s)

- Formative and Summative assessments

Interdisciplinary Connections:

- History
- Science
- Art

Additional Resources:

- Passages from novels
- Videos

Created By: Sallie Albert, Jennifer Smith, Pam Lum