



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade English Language Development: Reading Curriculum

Course Description: 8th Grade English Language Development Reading Curriculum is a course that focuses on creating thoughtful readers. This course emphasizes information literacy, critical thinking, elements of literature, text structures, and analysis of arguments. The goal is to accelerate English language growth while producing life-long readers and writers who can be successful in future endeavors.

ELD Can-Do's: Use the Can-Do chart below to help modify instruction, assignments & assessments based upon the proficiency level of your particular EL students.

Domain/ Level	Listening	Speaking	Reading	Writing
The student can... Additional subject-specific can do's				
1	-Follow one-step oral commands/ instructions -Match social language to visual/graphic displays -Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing) -Match instructional language with visual	-Answer yes/no and choice questions -Begin to use general and high frequency vocabulary -Repeat words, short phrases, memorized chunks -Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	-Associate letters with sounds and objects -Match content-related objects/pictures to words -Identify common symbols, signs, and words -Recognize concepts of print -Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text -Use picture dictionaries/illustrated glossary	-Draw content-related pictures -Produce high frequency words -Label pictures and graphs -Create vocabulary/concept cards -Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)

2	-Follow multi-step oral commands/instructions -Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions -Identify information on charts or tables based on oral statements	-Convey content through high frequency words/phrases -State big/main ideas of classroom conversation -Describe situations from modeled sentences -Describe routines and everyday events -Express everyday needs and wants -Communicate in social situations -Make requests	-Sequence illustrated text of fictional and non-fictional events -Locate main ideas in a series of simple sentences -Find information from text structure (e.g., titles, graphs, glossary) -Follow text read aloud (e.g., tapes, teacher, paired-readings) -Sort/group pre-taught words/phrases -Use pre-taught vocabulary (e.g., word banks) to complete simple sentences -Use L1 to support L2 (e.g., cognates)	-Complete pattern sentences -Extend "sentence starters" with original ideas -Connect simple sentences -Complete graphic organizers/forms with personal information -Respond to yes/no, choice, and some WH- questions
3	-Categorize content-based examples from oral directions -Match main ideas of familiar text read aloud to visuals -Use learning strategies described orally - Identify everyday examples of content-based concepts described orally -Associate oral language with different time frames (e.g., past, present, future)	-Begin to express time through multiple tenses -Retell/rephrase ideas from speech -Give brief oral content-based presentations -State opinions -Connect ideas in discourse using transitions (e.g., "but," "then") -Use different registers inside and outside of class -State big/main ideas with some supporting details	-Identify topic sentences, main ideas, and details in paragraphs -Identify multiple meanings of words in context (e.g., "cell," "table") -Use context clues -Make predictions based on illustrated text -Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") -Differentiate between fact and opinion -Answer questions about explicit information in texts	-Produce simple expository or narrative text -String related sentences together -Compare/contrast content-based information -Describe events, people, processes, procedures
4	-Identify main ideas and details of oral discourse -Complete content-related tasks or assignments based on oral discourse -Apply learning strategies to new situations -Role play, dramatize, or re-enact scenarios from oral reading	-Answer opinion questions with supporting details -Discuss stories, issues, and concepts -Give content-based oral reports -Offer creative solutions to issues/problems -Compare/contrast content-based functions and relationships	-Classify features of various genres of text (e.g., "and they lived happily ever after" fairy tales) -Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) -Find details that support main ideas -Differentiate between fact and opinion in narrative and expository text	-Take notes using graphic organizers -Summarize content-based information -Author multiple forms of writing (e.g., expository, narrative, persuasive) from models -Explain strategies or use of information in solving problems
5 (Monitors)	-Use oral information to accomplish grade-level tasks -Evaluate intent of speech and act accordingly -Make inferences from grade-level text read aloud -Discriminate among multiple genres read orally	-Justify/defend opinions or explanations with evidence -Give content-based presentations using technical vocabulary -Sequence steps in grade level problem-solving -Explain in detail results of inquiry (e.g., scientific experiments)	-Summarize information from multiple related sources -Answer analytical questions about grade-level text -Identify, explain, and give examples of figures of speech -Draw conclusions from explicit and implicit text at or near grade level	-Create expository text to explain graphs/charts -Produce research reports using multiple sources/citations -Begin using analogies - Critique literary essays or articles

ELD Key Language: Refer to key language uses in the chart to connect the Engaging Experiences to the greater goals of English language development described below.

Snapshots of Key Language Uses in Grades 6–8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

8th Grade English Language Arts Scope and Sequence: Reading and Writing

READING		WRITING	
Blocks	Unit	Blocks	Unit
6-8	<u>Unit 1</u> : Reading for Life	6-8	<u>Unit 1</u> : Communication in ELA
30	<u>Unit 2</u> : Elements of Literature	30	<u>Unit 2</u> : Elements of Literature
15	<u>Unit 3</u> : Research & Informational Texts	15	<u>Unit 3</u> : Information Literacy Research & Critical Thinking
20	<u>Unit 4</u> : Analysis of the Argument	20	<u>Unit 4</u> : Art of Argument
5-7	<u>Unit 5</u> : Culminating Unit	5-7	<u>Unit 5</u> : Culminating Unit

Unit 1: Reading for Life

Subject: Reading

Grade:8th

Name of Unit: Reading for Life

Length of Unit: 6-8 blocks

Overview of Unit: Students will be introduced to the ELD room and reader's workshop, and establish norms and procedures to be successful readers. Each student will set up their Reader's Notebook (digital or non digital) that will be used throughout the year.

***Use the following list to set up routines and norms for your classroom, as well as spark students' passion for writing. See below for more detailed Engaging Experiences as needed.**

Quick Start to ELD Reading:

- Choose Get to know you activities
- Set up class expectations & norms
- Set up RAZ Kids accounts, then give kids logins and placement test
- Set up Epic! accounts, then give kids logins and browsing
- Build reading stamina using RAZ and Epic!
- Introduce & learn about different book genres
- Introduce & practice discussion skills
- Set up class notebook
- Support with school schedules, lockers, teachers names as needed

Priority Standards for unit:

- None for this unit

Supporting Standards for unit:

- 8.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Essential Questions:

1. How does literature impact life?

Enduring Understanding/Big Ideas:

1. I can read for a variety of purposes.
2. I can communicate in a variety of settings.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Delineate • coherent • engage • evidence • elaborate • relevant claims	• Collaborate • Cooperate • Present • Multimedia

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- *180 Days* by Gallagher and Kittle (available from building admin.)
- *Patina* by Jason Reynolds (cross-listed in units 1, 2, 5)
- *Lily & Dunkin* by Donna Gephart (cross-listed in units 1, 2, 5)
- *Compound* by S.A. Bodeen (cross-listed in units 1, 2, 5)
- *A Wish in the Dark* by Christina Soontornvat (cross-listed in units 1, 2, 5)
- *Free Lunch* by Rex Ogle (cross-listed in units 1, 2, 5)

Engaging Experience 1

<u>Title:</u> Creating classroom community & launching readers workshop		<u>Suggested Time Length:</u> 1-2 blocks	
<u>Priority Standard(s):</u> None			
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
Students will set up and maintain a Reader's Notebook.	• I can set an organizational structure for the year. • I can collect fiction and nonfiction examples of different literary elements. • I can reflect on what I have read. • I can share my thoughts about reading with others.	Apply	2
<u>Supporting Standard(s):</u> • 8.SL.1.A Collaborating follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed			

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<u>Instructional Notes:</u> Setting up Reader's Notebooks; Teacher/Student Expectations; Independent Reading; Book selection				

Engaging Experience 2

<u>Title:</u> Communicating in the classroom		<u>Suggested Time Length:</u> 1-2 blocks	
<u>Priority Standard(s):</u> None			
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom’s Taxonomy Levels:</u>	<u>Webb’s DOK:</u>
Students will determine guidelines for effective communication.	• I can describe or define good communication. • I can use my prior knowledge about good communication to brainstorm rules or guidelines for communicating. • I can work collaboratively with my peers to compare/contrast our ideas about what makes for effective communication. • I can conduct quality research to identify effective rules or guidelines for good communication. • I can work with my peers to combine, consolidate, and clarify a high-quality list of rules or guidelines for effective communication.	Evaluate	3
<u>Supporting Standard(s):</u> 8.SL.1.A Collaborating follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed			

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Research effective communication techniques	Take Notes		Combine with others and consolidate to reach top 10	Post around room

Instructional Notes:

Students will research effective communication techniques in reading and identify 5 of the most important rules. Then they will combine together with another group and consolidate until the class has reached a consensus of 10 rules. The team will eventually have a total list of about 10 rules for Communicating in ELA. These can be posted around the room

[Unit 1 Notes -Effective Communication - 8th](#)

[Unit 1 Student Notes - Effective Communication](#)

[Top 10 Ways to Effectively Communicate List Directions](#)

Engaging Experience 3

Title: Rules of a Conversation/Group Dynamics

Suggested Time Length:
2-3 blocks

Priority Standard(s): None

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
Students will communicate effectively with peers.	• I can come to class prepared, follow rules of discussion, pose questions and respond to others with relevant information. • I can make my ideas easily understood by other people using good communication skills. • I can understand others' ideas by paying close attention to their communication.	Apply	2
Students will produce clear, relevant writing.	• I can create writing that is relevant, detailed, and "makes sense." • My writing is clearer because I use capitalization, punctuation, and elements of grammar effectively. • My writing will be understood clearly by others.	Apply	2

The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• I can identify the main idea in a passage of writing. • I can draw conclusions by citing evidence from the text that best supports the main message.	Analyze	3
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Supporting Standard(s):

- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Read suggested texts	Annotate texts & prepare for discussion		Socratic Seminar, Fishbowl, etc	

Instructional Notes:

1. This is the experience where the thematic idea of truth can begin. To introduce the idea, choose a short text that ties into the idea of finding truth or truth being revealed. Possible choices: “Frankenstein” poem by Edward Field, “Hanging Fire” by Audre Lorde and “Teenagers” by Pat Mora, “To Be of Use” poem by Marge Piercy.
2. Using the anchor texts, students can engage in conversations while also applying some of the text analysis work that they will be doing throughout the year.

[Shades of Truth Discussion Activity](#)

[Poems](#)

[Finding Truth Activity Directions](#)

[Finding Truth Activity - Socratic Seminar Prep Work](#)

[Finding Truth Socratic Seminar Discussion Board - Scoring Guide](#)

Students will work together to flesh out the concept of truth in the texts. They should be assessed over following the rules of communication and speaking within the groups. Students should work in small groups first, and then discuss as a whole class. Options for whole class discussion include Fishbowl, Socratic Seminar, etc. Teacher should lead students to the understanding that truth can be a personal concept and can be (somewhat) universal based on cultural, historical, political, religious, scientific, etc. considerations.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (2-3 blocks)

Students will create a communication that will present a "Truth" about them or their generation individually and present a photo along with a paragraph to explain the truth of generational stereotypes they are involved in daily.

Students enter into this project from the [New York Times](#) in order to create the "real life" application

Ex. [Unit 1 Final Assessment](#)

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Creating classroom community & launching readers workshop	Students will explore what it means to be a reader and why it's important to everyday life. Students will learn how to choose engaging high interest books and set up readers workshop journals.	1-2 Blocks
Communicating in the classroom	Students will research effective communication techniques to come up with a "Top 10 List." Students will research and develop lists individually first. They will then share these presentations with a group and create a group presentation to share with the class. The class will then develop a "Top 10 List" of effective communication techniques to be posted and used in the classroom.	1-2 Blocks
Rules of a Conversation/ Group Dynamics	Students will discuss literature read in class, and then work through the concept of finding truth.	2-3 Blocks
Engaging Scenario	Students will create a communication that will present a "Truth" about them or their generation individually and present a photo along with a paragraph to explain the truth of generational stereotypes they are involved in daily. Ex. Unit 1 Final Assessment Students enter into this project from the New York Times in order to create the "real life" application	2-3 Blocks

Unit 2: Elements of Literature

Subject: Reading

Grade:8th

Name of Unit: Elements of Literature

Length of Unit: 30 blocks

Overview of Unit: Students will use a variety of classic short stories to analyze different literary elements, with a particular focus on theme, irony, and point of view. This unit focuses on the horror genre, using Edgar Allen Poe’s “The Tell-Tale Heart” as a core mentor text to engage and excite students about how authors can hold back information from their audience to create suspense. This unit challenges students to recognize that everything in literature is intertwined, with even the smallest details developing the overarching themes of the work.

Priority Standards for unit:

- 8.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 8.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.
- 8.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how specific word choices and sentence structures contribute to meaning and tone.
- 8.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

Supporting Standards for unit:

WIDA Priority Standards

Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Unwrapped Priority Standards

Priority Standard											
8.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.											
Learning Targets		Success Criteria									
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.		• Draw Conclusions from text • Look through the text for evidence to support thinking • Choose the best evidence from the text to support conclusion									
The student will make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.		• Draw inference from text • Look through the text for evidence to support thinking • Choose the best evidence from the text to support thinking									
<table><tr><th><u>Listening</u></th><th><u>Speaking</u></th><th><u>Reading</u></th><th><u>Writing</u></th></tr><tr><td>Identifies the most important key details to draw inferences from read-alouds and/or oral discussions.</td><td>Verbalizes inferences using key details from a read-aloud or text through oral discussions.</td><td>Analyzes a text to determine the strongest key details and draw inferences.</td><td>Constructs a written response using key details and evidence to draw inferences.</td></tr></table>				<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Identifies the most important key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine the strongest key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>								
Identifies the most important key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine the strongest key details and draw inferences.	Constructs a written response using key details and evidence to draw inferences.								

Priority Standard	
8.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
Learning Targets	Success Criteria
The student will determine the meaning of words and phrases as they are used in the text, using context, prefixes &	• Use context to figure out meaning of unknown words and phrases. • Use prefixes & suffixes to figure out the meaning of unknown words and phrases. • Use reference materials to figure out the meaning of unknown words and phrases

suffixes, or reference materials.											
The student will determine the figurative meaning of words and phrases, using context, prefixes & suffixes, or reference materials.	• Use context to figure out the meaning of figurative words. • Use prefixes & suffixes to figure out the meaning of figurative words • Use reference materials to figure out the meaning of figurative words.										
The student will determine the connotative meaning of words and phrases, using context, prefixes & suffixes, or reference materials.	• Understand what connotation means. • Use strategies to figure out the connotative meaning of words										
<table><tr><th><u>Listening</u></th><th><u>Speaking</u></th><th><u>Reading</u></th><th><u>Writing</u></th></tr><tr><td>Determines the meaning of a word or phrase in read-alouds and/or oral discussions using context clues.</td><td>Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.</td><td>Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues.</td><td>Constructs a written response determining the meaning of a word or phrase based on context clues.</td></tr></table>				<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Determines the meaning of a word or phrase in read-alouds and/or oral discussions using context clues.	Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.	Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues.	Constructs a written response determining the meaning of a word or phrase based on context clues.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>								
Determines the meaning of a word or phrase in read-alouds and/or oral discussions using context clues.	Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.	Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues.	Constructs a written response determining the meaning of a word or phrase based on context clues.								
Priority Standard											
8.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.											
Learning Targets		Success Criteria									
The student will determine the theme(s) of a text.		• Identify a theme OR • Identify a big idea/topic • Using the text, find clues to the author’s message about the big idea. • Combine them to create a theme statement.									

The student will analyze theme development over the course of a text.	- Identify the theme. - Identify text evidence to best support the theme. - Multiple examples to support the development of the theme from beginning, middle to end
The student will provide an objective summary of a text.	- Identify important details from text to use in a summary. - Summary only focuses on text evidence and is free from personal opinion.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies theme, key details, and main idea in read-alouds and/or oral discussions.	Verbalizes the summary and theme using appropriate evidence in a story through peer discussions.	Analyzes a text to determine the theme, key details, and main idea.	Constructs a written response summarizing the text, including the theme, key details, and main idea.

Priority Standard

8.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.

<u>Learning Targets</u>	<u>Success Criteria</u>
The student will analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text.	- Identify the different point of view in a given text. - Identify how point of view used in the passage affects the reader. - Identify dramatic irony.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identify the point of view of the text through read-alouds and class discussions.	Explain how the point of view develops dramatic irony during class discussions.	Evaluate the point of view after reading a text and identify the dramatic irony created by the author.	Write a reflection about the different points of view and their impact on a text and the irony.

Priority Standard									
8.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how specific word choices and sentence structures contribute to meaning and tone.									
Learning Targets	Success Criteria								
The student will analyze how specific word choices contribute to meaning in a text.	- I can identify how the words used in a text create a certain meaning. - I can explain how the repetition of words contributes to the overall meaning of the text								
The student will analyze how specific word choices contribute to tone in a text.	- I can identify how the words used in a text create a certain tone. - I can explain how the repetition of words contributes to the tone of the text								
The student will analyze how sentence structures contribute to meaning in a text.	- I can identify various sentence structures. - I can identify how sentence structures used in a text create a certain meaning								
The student will analyze how sentence structures contribute to tone in a text.	- I can identify various sentence structures. - I can identify how sentence structures used in a text create a certain tone								
<table><tr><th><u>Listening</u></th><th><u>Speaking</u></th><th><u>Reading</u></th><th><u>Writing</u></th></tr><tr><td>Identifies author sentence structure and word choice in read-alouds and/or oral discussions.</td><td>Verbalizes how the author’s word choice contributes to the story.</td><td>Identifies word choice and sentence structure in a text.</td><td>Explains how the author’s word choice contributes to the story.</td></tr></table>		<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Identifies author sentence structure and word choice in read-alouds and/or oral discussions.	Verbalizes how the author’s word choice contributes to the story.	Identifies word choice and sentence structure in a text.	Explains how the author’s word choice contributes to the story.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>						
Identifies author sentence structure and word choice in read-alouds and/or oral discussions.	Verbalizes how the author’s word choice contributes to the story.	Identifies word choice and sentence structure in a text.	Explains how the author’s word choice contributes to the story.						
Priority Standard									
8.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.									
Learning Targets	Success Criteria								
The student will analyze how literary devices are used to develop setting in a text.	- I can identify various literary devices. - I can analyze how the author’s use of literary devices develop setting in a text.								
The student will analyze how literary devices are used to reveal character in a text.	- I can identify various literary devices. - I can analyze how the author’s use of literary devices reveal a character in a text.								

The student will analyze how literary devices are used to advance the plot in a text.	• I can identify various literary devices. • I can analyze how the author's use of literary devices advance the plot in a text.
The student will analyze how literary devices are used to contribute to meaning in a text.	• I can identify various literary devices. • I can analyze how the author's use of literary devices are used to contribute to meaning in a text.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies the literary devices an author uses in a story.	Verbalizes how the author develops setting, character, plot and meaning.	Evaluate various literary devices and how they develop setting, character, plot and meaning.	Explains how the author's literary devices develop meaning.

Essential Questions:

1. How can evidence help find deeper information in a text?
2. Why is it essential to use proven strategies when identifying unknown words?
3. What techniques can an author use to develop a theme?
4. What effect can point of view have on the audience or reader?
5. What effect can word choice or sentence structure have in a text?
6. How do literary devices affect one another?

Enduring Understanding/Big Ideas:

1. Evidence can help me find deeper information in a text.
2. There are many strategies that can help me understand the meaning of unknown words.
3. All aspects of a story can be woven together to help develop a theme.
4. Point of view creates humor, suspense, and dramatic irony in a text.
5. Word choice and sentence structure can contribute to the meaning of a text.
6. Literary devices can be intertwined to develop deeper meaning in a story.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific	
• inference • explicitly • summary • cite	• point of view • perspective • character • narrator	• allusion • myth • dialogue • Suspense

• contrast	• setting • plot • theme • central idea • flashback • foreshadowing	• Mood • Tone • Dramatic Irony • Verbal Irony • Situational Irony • symbolism
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Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer’s craft analysis. (*Means shared ELA/Reading resource)

- “The Tell-Tale Heart” - StudySync
- [“The Veldt”](#)
- “The Raven” - StudySync
- “The Monkey’s Paw” - StudySync
- “The Landlady” - StudySync
- “The Most Dangerous Game” StudySync
- *Patina* by Jason Reynolds (cross-listed in units 1, 2, 5)
- *Lily & Dunkin* by Donna Gephart (cross-listed in units 1, 2, 5)
- *The June Boys* by Court Stevens (cross-listed in units 1, 2, 5)
- *Compound* by S.A. Bodeen (cross-listed in units 1, 2, 5)
- *A Wish in the Dark* by Christina Soontornvat (cross-listed in units 1, 2, 5)
- *Free Lunch* by Rex Ogle (cross-listed in units 1, 2, 5)

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> Theme	<u>Suggested Time Length:</u> 4 Blocks
<u>Priority Standard:</u> 8.RL.1.D, 8.RL.1.A, 8.RL.1.B WIDA Standards:	

<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will determine the theme(s) of a text.	• Identify a theme OR • Identify a big idea/topic. • Using the text, find clues to the author's message about the big idea. • Combine them to create a theme statement.
The student will analyze theme development over the course of a text.	• Identify the theme. • Identify text evidence to best support the theme. • Multiple examples to support the development of the theme from beginning, middle to end
The student will provide an objective summary of a text.	• Identify important details from text to use in a summary. • Summary only focuses on text evidence and is free from personal opinion.
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• Draw Conclusions from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support conclusion
The student will make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• Draw inference from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support thinking

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
<i>The Other Side</i> "The Landlady" (StudySync)	Write Pair Share	Theme Videos For the Birds One Man Band	Theme Analysis Stations	Class discussion Write Pair Share

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- One important theme in the story is _____.
- Some scenes from the story that show this lesson is when _____.
- Another moment that supports the theme is when _____.

Instructional Notes:

Note: Use level-appropriate texts for students. Texts included in this Engaging Experience are recommendations.

- Watch a video together about topic vs. theme. ([Example 1](#), [Example 2](#)) This will give students a review about how a topic and theme differ and how to identify themes in literature.
- Discuss the difference between theme and summary, practicing both to illustrate the differences.
- Afterward, use Jacqueline Woodson's picture book, *The Other Side* to read together and identify theme and analyze how the theme develops throughout the text. Have students complete a write-pair-share.
- Then, students can participate in stations reading different short texts at some, and watching Pixar's "For the Birds" and "One Man Band" at others. At each, they can practice identification of themes and discussion of how that developed throughout the text or summary.
- Finally, students will read "The Landlady", by Roald Dahl. A main focus throughout reading should be to discover the theme of the story, as well as how Roald Dahl develops it along the way. Students can participate in a whole class discussion of this story, and perhaps look at the "red flags" that Billy should have noticed, warning him to leave. Students should practice using text evidence in the discussion, both in cases where the text states things explicitly and where inferences must be made.

ELD Modifications:

Engaging Experience 2

Title:

Point of View & Irony

Suggested Time Length:

5 Blocks

Priority Standard: 8.RL.2.D, 8.RL.2.C, 8.RL.2.B

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):

The student will analyze how the differences in points of view (perspective) of

Success Criteria:

- Identify the different point of view in a given text.
- Identify how point of view used in the passage affects the reader.
- Identify dramatic irony

the characters and the audience or reader create dramatic irony in a text.	
The student will analyze how literary devices are used to develop setting in a text.	• I can identify various literary devices. • I can analyze how the author's use of literary devices develop setting in a text.
The student will analyze how literary devices are used to reveal character in a text.	• I can identify various literary devices. • I can analyze how the author's use of literary devices reveal a character in a text.
The student will analyze how literary devices are used to advance the plot in a text.	• I can identify various literary devices. • I can analyze how the author's use of literary devices advance the plot in a text.
The student will analyze how literary devices are used to contribute to meaning in a text.	• I can identify various literary devices. • I can analyze how the author's use of literary devices are used to contribute to meaning in a text.
The student will analyze how specific word choices contribute to meaning in a text.	• I can identify how the words used in a text create a certain meaning. • I can explain how the repetition of words contributes to the overall meaning of the text
The student will analyze how specific word choices contribute to tone in a text.	• I can identify how the words used in a text create a certain tone. • I can explain how the repetition of words contributes to the tone of the text
The student will analyze how sentence structures contribute to meaning in a text.	• I can identify various sentence structures. • I can identify how sentence structures used in a text create a certain meaning
The student will analyze how sentence	• I can identify various sentence structures. • I can identify how sentence structures used in a text create a certain tone

structures contribute to tone in a text.	
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<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
"The Tell-Tale Heart" (StudySync)	Point of View Activity	Ted Ed Irony Videos	Storyboard Retelling	Point of View Blurbs

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● The point of view used by the author is _____. ● The author used this point of view because _____. ● The author used words like _____ and _____ to support their perspective. ● The POV of the story is _____. I know this because _____.
<u>Instructional Notes:</u> <i>Note: Use level-appropriate texts for students. Texts included in this Engaging Experience are recommendations.</i> ● First, students will be introduced to the three types of irony in stories using the TEDEd site. Teacher-provided guided notes for students to record brief notes on the types of irony, such as a three-column t-chart. ● Review the different types of point of view. Use the following questions to guide review session: ● How is the story narrated? Is the narrator reliable? What information does the audience have? Which types build suspense or humor more? ● Then, students will complete this activity, asking them to write a brief narrative in each of the different points of view. Students will share their different interpretations of the photos, or perhaps find their own photos to write and share. ● Finally, classes will read "The Tell-Tale Heart" on StudySync. As students read, they should annotate, noting irony, as well as points where Poe's choices in perspective create suspense and horror in the story. ● Students will examine how Poe creates meaning with word choice and sentence types. ● For a final project, students may choose a small portion of the story to retell in the form of a storyboard, digital storybook, or in written form. In their retelling, they should change the perspective, showing how the story might have been completely different.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3 blocks)

After reading multiple texts as a whole class, students will prepare and participate in a Socratic seminar. Students can help one another understand ideas and issues through group discussion. They will practice listening to one another, making meaning from a text, and finding common ground.

- In preparation for the seminar, students should prepare ideas, annotate the text, and generate questions for discussion.
- During the seminar, particular focuses for discussion should center around theme, use of text evidence to support their thinking, and literary devices found in the text.
- Afterward, students may reflect on the seminar, writing about how their thinking changed as a result of the activity.

Topic Recommendation:

Students have read several short stories in the horror genre. Provide 2-3 more stories to choose from for the discussion. Students should read their story and prepare their thoughts on what makes a story a horror classic, such as “The Tell-Tale Heart”, “The Raven”, or “The Landlady”.

Suggested Resources for Engaging Scenario:

[Socratic Prep Work Example with Rubric](#)

[Socratic Seminar Fishbowl Reminders](#)

[AVID Socratic Seminar Guide](#)

Rubric for Engaging Scenario: [Example Socratic Seminar Rubric](#)

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Theme	Theme/Summary introduction & application, Reading & discussion of “The Landlady”	4 blocks
Point of View & Irony	Irony introduction, Point of View practice, Reading & discussion of “The Tell-Tale Heart”	5 blocks
Engaging Scenario	Socratic Seminar	3 blocks

Unit 3: Information Literacy & Critical Thinking

Subject: Reading

Grade:8th

Name of Unit: Information Literacy Research & Critical Thinking

Length of Unit: 20 blocks

Overview of Unit: Students will study and come up with research rules, then apply them to a project on the topic of social justice or a “difference maker”. This connects to the overall theme of truth by demonstrating all sides of truth within the world. Many students are not aware of some of the positive and negative things happening in the world, or of their ability to affect change in it. This unit give students an opportunity to explore the truths about humanity and gives them a chance to see how they can work to change it, even from across the world.

Priority Standards for unit:

- 8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Math: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of math.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard											
8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.											
Learning Targets		Success Criteria									
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• Draw Conclusions from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support conclusion										
The student makes inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• Draw inference from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support thinking										
<table><tr><th><u>Listening</u></th><th><u>Speaking</u></th><th><u>Reading</u></th><th><u>Writing</u></th></tr><tr><td>Identifies the strongest key details to draw inferences from read-alouds and/or oral discussions.</td><td>Verbalizes inferences using the most important key details from a read-aloud or text through oral discussions.</td><td>Analyzes a text to determine the most important key details and draw inferences.</td><td>Constructs a written response using the strongest key details and evidence to draw inferences.</td></tr></table>				<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	Identifies the strongest key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using the most important key details from a read-aloud or text through oral discussions.	Analyzes a text to determine the most important key details and draw inferences.	Constructs a written response using the strongest key details and evidence to draw inferences.
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>								
Identifies the strongest key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using the most important key details from a read-aloud or text through oral discussions.	Analyzes a text to determine the most important key details and draw inferences.	Constructs a written response using the strongest key details and evidence to draw inferences.								

Priority Standard	
8.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
Learning Targets	Success Criteria
The student will determine the meaning of words and phrases as	• Use context to figure out meaning of unknown words and phrases. • Use prefixes & suffixes to figure out the meaning of unknown

they are used in a text using context, prefixes & suffixes, or reference materials.	words and phrases. • Use reference materials to figure out the meaning of unknown words and phrases
The student will determine the figurative meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	• Use context to figure out the meaning of figurative words. • Use prefixes & suffixes to figure out the meaning of figurative words. • Use reference materials to figure out the meaning of figurative words.
The student will determine the connotative meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	• Understand what connotation means. • Use strategies to figure out the connotative meaning of words
The student will determine the content-specific meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	• Understand that there are words specific to a certain content. • Use context clues, prefixes & suffixes, or reference materials to figure out the content-specific meaning of words.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Determines the meaning of a word or phrase in read-alouds and/or oral discussions using context clues.	Verbalizes connotative, denotative, and figurative meanings of a word or phrase through peer discussions.	Analyzes a text to determine the connotative, denotative, and figurative meanings of word or phrase by using context clues and parts of words.	Constructs a written response determining the meaning of a word or phrase based on context clues and affixes.
Priority Standard			
8.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.			
Learning Targets	Success Criteria		
The student will determine the	• Identify the central/main idea OR • Identify a big idea/topic		

central/main idea(s) of a text.	Using the text, find clues to the author’s message about the big idea. Combine them to create a main idea statement.		
The student will analyze the central/main idea(s) development over the course of a text.	- Identify the central/main idea. - Identify text evidence to best support the theme. - Multiple examples to support the development of the central/main idea from beginning, middle to end .		
The student will provide an objective summary of the text.	- Identify important details from text to use in a summary. - Summary only focuses on text evidence and is free from personal opinion		
<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies key details to draw inferences from read-alouds and/or oral discussions.	Verbalizes inferences using key details from a read-aloud or text through oral discussions.	Analyzes a text to determine multiple key details and the central idea.	Constructs a summary using key details and the central idea.

Essential Questions:

1. How can using evidence help me understand the text more deeply?
2. Why is it essential to use proven strategies when identifying unknown words?
3. What techniques can an author use to develop a central idea?

Enduring Understanding/Big Ideas:

1. By citing strong evidence, I can read beyond what is in the text to draw conclusions and making inferences.
2. There are many strategies that can help me understand the meaning of unknown words.
3. Details and facts from a text can be used with writer's craft to develop a central idea.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• print source • digital source • informational text • literary text • reflection • evidence • analysis • citation • plagiarism • paraphrase • credibility	• informational text • literary text • citation • plagiarism • credibility • evidence

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- Partner with school librarian for mini lessons about research and learn how to access the available district search engines.
- *No Risk, No Reward Unit 3 - Informational Text (StudySync)

ELD Modifications:

Engaging Experience 1

<u>Title:</u> Rules of Research		<u>Suggested Time Length:</u> 1-2 blocks
<u>Priority Standard:</u> 8.RI.1.A WIDA Standards: 1, 2, 3, 4, & 5		
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• Draw Conclusions from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support conclusion.	
The student will make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• Draw inference from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support thinking	

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Text and media examples of research proper research steps & techniques	Notes	Teacher guided lesson	Students collaborate to create agreed class research rules	Share with class and team vote for one collaborative list

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- After completing the reading, I can conclude _____.
- The best evidence to support this conclusion is _____.
- Based on the reading, I can infer _____.

Instructional Notes:

- Ex. [What is Research? Activity](#)
- StudySync - Recognizing Genre - Informational Text
- [Research Process & Rules](#)
- [Research Do & Don't](#)
- After instruction & notetaking about elements of proper research, students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.

ELD Modifications:

Engaging Experience 2	
<u>Title:</u> Research Practice and Production	<u>Suggested Time Length:</u> 4 blocks
<u>Priority Standard:</u> 8.RI.1.A, 8.RI.1.B WIDA Standards: 1, 2, 3, 4 & 5	
<u>Learning Target(s):</u>	<u>Success Criteria:</u>
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	• Draw Conclusions from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support conclusion.
The student make inferences by citing textual evidence that most strongly supports an analysis	• Draw inference from text. • Look through the text for evidence to support thinking. • Choose the best evidence from the text to support thinking

of what a text says explicitly.	
The student will determine the content-specific meaning of words and phrases as they are used in a text using context,	• Understand that there are words specific to a certain content. • Use context clues, prefixes & suffixes, or reference materials to figure out the content-specific meaning of words.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
News stories from a variety of sources - select language level appropriate resource	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Mini lesson over credible and reliable sources	Find examples of stories and analyze for bias. Create poster.	Think, pair share

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • After completing the reading, I can conclude _____. • The best evidence to support this conclusion is _____. • Based on the reading, I can infer _____. • Based on the context, I believe _____ means _____.
<u>Instructional Notes:</u> StudySync Spotlight: Connotation and Denotation - Informational Texts: Studysync Spotlight: Technical Language Lesson Example: Identifying Bias Practice & Identifying Bias Assignment Discussion • Students learn about bias and how it can affect the credibility of a source. Analyze how similar news stories can be affected based on the bias of the source that produced them. • They find at least 2 examples of stories about the same event and annotate, highlighting and analyzing the differences.

- Analysis of sources and their credibility- students make a poster featuring 3 versions of the same story - 2 biased and 1 neutral and pull quotes that show the difference in perspective from each source.
- **ELD NOTE: Focus on the concept of language choice creating bias versus deeply exploring connotation.**

ELD Modifications:

Engaging Experience 3

Title:

Text Annotation

Suggested Time Length:

2 blocks

Priority Standard: 8.RI.1.A, 8.RI.1.D

WIDA Standards: 1, 2, 3, 4 & 5

Learning Target(s):**Success Criteria:**

The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.

- Draw Conclusions from text.
- Look through the text for evidence to support thinking.
- Choose the best evidence from the text to support conclusion.

The student makes inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.

- Draw inference from text.
- Look through the text for evidence to support thinking.
- Choose the best evidence from the text to support thinking

The student will determine the central/main idea(s) of a text.

- Identify the central/main idea OR
- Identify a big idea/topic.
- Using the text, find clues to the author's message about the big idea. Combine them to create a main idea statement.

The student will analyze the central/main idea(s) development over the course of a text.

- Identify the central/main idea.
- Identify text evidence to best support the theme.
- Multiple examples to support the development of the central/main idea from beginning, middle to end

The student will provide an objective summary of the text.

- Identify important details from text to use in a summary.
- Summary only focuses on text evidence and is free from personal opinion

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Read texts to use for researching of topic	Think/pair/share about reading. Connect to the day's topic as a pre-teaching moment.		Annotate to pull information	Report findings in final product or presentation

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- After completing the reading, I can conclude _____.
- The best evidence to support this conclusion is _____.
- Based on the reading, I can infer _____.
- Based on the context, I believe _____ means _____.
- The main idea of the reading is _____.

Instructional Notes:

- StudySync Spotlight: Annotation - Central or Main Idea
- StudySync Spotlight: Summarizing - Informational Texts
- Utilize the AVID “Mark it Up” guide.
- Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on this independently during the research portion of their engaging scenario.
- **Ongoing Skill Building**
- While researching and completing activities related to their world problem or “difference maker” and research skills, students can read and analyze texts from multiple genres about social history (e.g., the Holocaust—they can also do research on this topic to supplement these readings and tie into the unit). These readings can use creative non-fiction, argumentative, poetry, informational, memoir, etc. and can help students connect their research to both literature and the world around them. The unit can begin through the use of literature circles that then drive the research. For example, if a student was interested in slavery from Unit 1, they could read *Sold* and then do research into one of the ideas presented in that novel.

ELD Modifications:

Engaging Experience 4

Title:

Proposing Solutions to Problems

Suggested Time Length:

4 blocks

Priority Standard: 8.RI.1.A, 8.RI.1.D

WIDA Standards: 1, 2, 3, 4 & 5

Learning Target(s):**Success Criteria:**

The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.

- Draw Conclusions from text.
- Look through the text for evidence to support thinking.
- Choose the best evidence from the text to support conclusion.

The student make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.

- Draw inference from text.
- Look through the text for evidence to support thinking.
- Choose the best evidence from the text to support thinking

The student will determine the central/main idea(s) of a text.

- Identify the central/main idea OR
- Identify a big idea/topic.
- Using the text, find clues to the author's message about the big idea. Combine them to create a main idea statement.

The student will analyze the central/main idea(s) development over the course of a text.

- Identify the central/main idea.
- Identify text evidence to best support the theme.
- Multiple examples to support the development of the central/main idea from beginning, middle to end

The student will provide an objective summary of the text.

- Identify important details from text to use in a summary.
- Summary only focuses on text evidence and is free from personal opinion

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Read sources to use for research	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.		Gather examples	Reflect on differences

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- After completing the reading, I can conclude _____.
- The best evidence to support this conclusion is _____.
- Based on the reading, I can infer _____.
- Based on the context, I believe _____ means _____.
- The main idea of the reading is _____.

Instructional Notes:

- **ELD NOTE: Provide a narrowed topic of study & specific sources for all research.**
- Students research things others have already done to attempt to solve their problem or to make a difference. They can create a guide to understanding these possible solutions and why they have or have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem.
- Students can also research organizations and/or people who are working to solve the problem – they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).

ELD Modifications:

Engaging Experience 5

Title:

Digital text and Media – differences and choices

Suggested Time Length:

2 blocks

Priority Standard: 8.RI.1.D

WIDA Standards: 1, 2, 3, 4 & 5

Learning Target(s):**Success Criteria:**

The student will analyze the central/main idea(s) development over the course of a text.

- Identify the central/main idea.
- Identify text evidence to best support the theme.
- Multiple examples to support the development of the central/main idea from beginning, middle to end

The student will provide an objective summary of the text.

- Identify important details from text to use in a summary.
- Summary only focuses on text evidence and is free from personal opinion.

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Students independently read for 10-20 minutes on Raz kids, EPIC, library book, or complete a session on Imagine Learn	Think/pair/share about reading. Connect to the day's topic as pre-teaching moment.	Show some examples to give ideas of what a final product could look like	Students search and choose best media format for final product	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- The main idea of the reading is _____.
- The quote “_____” supports the main idea of the reading.
- Key ideas for the summary include _____, _____, and _____.

Instructional Notes:

- StudySync Spotlight: Media - Informational Texts
- **ELD NOTE: Select an appropriate text from the resource & provide guided questions to analyze.**
- Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (5-6 blocks)

ELD NOTE: Use resources like Newsela to provide targeted texts that provide differing bias. Students will gather research on a chosen topic and will use the research to produce a museum exhibit in their ELA class. This could include a brochure, a PSA, infographic, or some other method of educating and informing the public about the topic. This should reflect the research done over the course of the unit, with citations or records of research included. The information should NOT be argumentative in nature, but can include pictures, music, etc. that might help convince the audience of their positions. The format of the product should be professional and researched--for example, if they choose to use an infographic, they should research what professional infographics look like and produce professional work. This project should span a few weeks for research, practice, and then finally presentations.

Potential opportunity for team teaching with ELA teacher creating a Web Museum for this Engaging Scenario

Resources for Engaging Scenario:

[Example Note Sheet for Research](#)

Rubric for Engaging Scenario:

[Example Rubric for Note Sheet](#)

[Example Rubric for Research Project & Presentation](#)

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Rules of Research	After instruction & notetaking about elements of proper research, students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.	1-2 Blocks
Research Practice and Production	Block 1: Students learn about bias and how it can affect the credibility of a source. Analyze how similar news stories can be affected based on the bias of the source that produced them. They find at least 2 examples of stories about the same event and annotate, highlighting and analyzing the differences. Block 2: Analysis of sources and their credibility- students make a poster featuring 3 versions of the same story - 2 biased and 1 neutral and pull quotes that show the difference in perspective from each source.	2 Blocks
Text Annotation	Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on this independently during the research portion of their engaging scenario.	1 Block
Proposing Solutions to Problems	Students research things others have already done to attempt to solve their problem or to make a difference. They can create a guide to understanding these possible solutions and why they have or have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem. Students can also research organizations and/or	3 Blocks

	people who are working to solve the problem – they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).	
Digital Text and Media— differences and choices	Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.	1 Block
Engaging Scenario	Students will gather research on a chosen topic and will use the research to produce a museum exhibit in their ELA class. This should reflect the research done over the course of the unit, with citations or records of research included. The format of the product should be professional and researched. This project should span a few weeks for research, practice, and then finally presentations.	5-6 Blocks

Unit 4: Analysis of Argument

Subject: Reading

Grade:8th

Name of Unit: Analysis of Argument

Length of Unit: 15 blocks

Overview of Unit: Students will analyze and assess facts and evidence, support their solutions, and defend their interpretations of an argument or debate. This ties back to the theme of truth because it helps students confront the search for truth and the defense of truth against an opponent. It also allows students the chance to potentially debate a subjective question that doesn't necessarily have a right or wrong answer in order to demonstrate the complexity of truths in today's world.

Priority Standards for unit:

- 8.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice and sentence structure contribute to meaning and tone.
- 8.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
Standard 3 Language for Mathematics: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.
Standard 4 Language for Science: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Standard 5 Language for Social Studies: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Unwrapped Priority Standards

Priority Standard			
8.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.			
Learning Targets		Success Criteria	
The student will analyze how the author acknowledges conflicting evidence in a text.		• Identify how the author recognizes conflicting evidence in the text	
The student will analyze how the author acknowledges conflicting viewpoints (perspective) in a text.		• Identify how the author acknowledges but disagrees with the popular opinion	
The student will analyze how the author responds to conflicting evidence in a text.		• Identify how the author responds to conflicting evidence in the text	
The student will analyze how the author responds to conflicting viewpoints (perspectives) in a text.		• Select sentences in the passage that show how the author responds to other viewpoints on the topic	
Listening	Speaking	Reading	Writing
Identifies the point of view of an author in read-alouds and/or oral discussions and how it differs from the POV of others.	Verbalizes how the author acknowledges differing perspectives and conflicting evidence.	Identifies the point of view of the author and how or if they address the counter claims and other point of views.	Explains how the author addresses conflicting evidence and opposing point of views using a written response.

Priority Standard	
8.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice and sentence structure contribute to meaning and tone.	
Learning Targets	Success Criteria
The student will analyze how specific word choices contribute to meaning in a text.	- I can identify how the words used in a text create a certain meaning. - I can explain how the repetition of words contributes to the overall meaning of the text
The student will analyze how specific word choices contribute to tone in a text.	- I can identify how the words used in a text create a certain tone. - I can explain how the repetition of words contributes to the tone of the text
The student will analyze how sentence structures contribute to meaning in a text.	- I can identify various sentence structures. - I can identify how sentence structures used in a text create a certain meaning
The student will analyze how sentence structures contribute to tone in a text.	- I can identify various sentence structures. - I can identify how sentence structures used in a text create a certain tone

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies figurative language and repetitions of words and sounds in read-alouds and/or oral discussions.	Verbalizes how the author's word choice contributes to the text.	Identifies figurative language and repetitions of words and sounds in a text.	Explains how the author's word choice contributes to the text.

Priority Standard	
8.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
Learning Targets	Success Criteria
The student will judge an author's argument by assessing if the reasoning is logical.	- Identify author's claim. - Identify statements that best support the author's claim. - Give evidence that claim is reasonable and logical

The student will evaluate an author's argument by assessing if there is enough relevant evidence.	- Identify author's claim. - Identify relevant evidence presented by the author to support claim. - Evaluate if there is enough relevant evidence to support the author's claim .
The student will recognize when irrelevant evidence is introduced in a text.	Identify irrelevant evidence

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies the author's argument and claims in a text or read-aloud.	Verbalizes an author's argument and claims in a text with peers and/or teacher.	Identifies the author's argument and claims in a text and when irrelevant evidence is introduced.	Constructs a written response analyzing claims and reasoning to determine an author's point of view.

Priority Standard	
8.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.	
Learning Targets	Success Criteria
The student will analyze two or more texts that provide conflicting information on the same topic	- Evaluate what the two texts say about the topic. - The texts provide conflicting information on a certain topic. Identify where the texts disagree. - Analyze why the texts disagree and what that reveals about the topic
The student will identify where two or more texts disagree on a matter of fact or interpretation	- Understand the difference between fact and interpretation. - Analyze why the texts disagree and what that reveals about the topic .

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identifies similarities and differences between authors' texts.	Articulates similarities and differences between authors' texts with peers and/or teacher.	Analyze two texts in order to compare and contrast the authors' purposes and points of view.	Construct a response comparing and contrasting the authors' purposes and points of view.

Essential Questions:

1. How can seeing an author's response to opposing viewpoints help a reader understand the text?
2. What effect can word choice or sentence structure have in a text?
3. How can looking at specific evidence and reasoning within a piece help a reader?
4. Why is there value in reading multiple texts on the same topic with various viewpoints?

Enduring Understanding/Big Ideas:

1. Being able to identify how an author responds to various viewpoints can help me identify bias and credibility in a text.
2. Word choice and sentence structure can contribute to the meaning of a text.
3. Evaluating the evidence and reasoning of an author's argument can help me analyze the quality of the overall argument.
4. Analyzing multiple texts on the same topic can help me see nuance within an issue..

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• fact • interpretation • evidence • analyze • reasoning • argument	• claim • point of view • author's purpose • fact • argument

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

StudySync ELD Resources and study skills

RazKids,

Epic,

Imagine Learn

Use debate topic pro/con to teach parts of a debate/argument.

ELD Modifications:**Engaging Experience 1****Title:**

Introduction to Arguments

Suggested Time Length:

2 blocks

Priority Standard: 8.RI.2.D

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

The student will judge an author's argument by assessing if the reasoning is logical.

- Identify author's claim.
- Identify statements that best support the author's claim.
- Give evidence that claim is reasonable and logical

The student will evaluate an author's argument by assessing if there is enough relevant evidence.

- Identify author's claim.
- Identify relevant evidence presented by the author to support claim.
- Evaluate if there is enough relevant evidence to support the author's claim

The student will recognize when irrelevant evidence is introduced in a text.

- Identify irrelevant evidence

Read**Write/Speak****Study****Do****Share****NOTE TO INSTRUCTOR:**

- Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level.
- Plan activities to ensure the practice of all language domains using the sentence stems.

RazKids, Epic, Imagine Learn
Use debate topic pro/con to teach parts of a debate/argument

Have students make a claim about their reading: Did they like the book? Why?

Teach parts of Argument & debate
-claim/argument
-evidence
-counterclaim & rebuttal
-closing
Teach CRAAP

Collaborative argument

Share group argument on Padlet

		test of quality evidence		
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on _____, _____
- According to _____, _____.
- You might think _____; however, _____.
- I believe _____
- My claim is _____.
- The evidence shows _____
- It is important that _____ because _____
- One reason is _____.
- Another reason is _____. This is vital since _____.
- The claim is _____ because _____.
- I know the argument is _____ because _____.
- I think that _____ is the better choice because...
- One reason that _____ is a better choice is that...
- I argue that _____ is the better choice because...
- You're ignoring the fact that...
- Your argument isn't logical because...
- You may be right about _____, but you're not considering the fact that _____ ...
- I recognize your point that _____, but I wonder if you're taking into account that...
- I find your explanation/evidence/reasoning/logic weak because...
- When you argue that _____, you're ignoring _____.

Instructional Notes:

- Teach and practice argumentative framework with appropriate English level texts or pro/con lists. You can create smaller practice activities, such as: write a letter persuading the teacher to buy you a treat that includes all parts of an argument
- Students will become familiar with elements of an argument: claim, reason, evidence, warrant & counter argument.
- Ex. [Slides](#) & [Note taking device](#)
- Students will read suggested texts and evaluate the author's argument. They must identify of all parts and determine if there is enough sufficient evidence. Students should also be able to identify any irrelevant evidence.
- Students will work within a group and each be in charge of a given part for an argument. (Student choice of topic) Students will collaborate (Think, Pair & Share) to create a solid argument with all parts. They will then share out on a shareable medium such as Padlet.
- **Suggested StudySync resources:**
- Skill: Reasons and Relevant Evidence
- Arguments and Claims - Commencement Address to the Sante Fe Indian School
- Arguments and Claims - Gaming Communities
- Reasons and Evidence - Gaming Communities
- Reasons and Evidence - Speech to the Ohio Women's Conference: Ain't I a Woman?

- Arguments and Claims - The Gettysburg Address
- Reasons and Evidence - Nobel Prize Acceptance Speech
- Spotlight: Reasons and Evidence
- Spotlight: Arguments and Claims

ELD Modifications:

Engaging Experience 2

Title:

Analyzing Differences

Suggested Time Length:

2-3 blocks

Priority Standard: 8.RI.3.B

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):

Success Criteria:

The student will analyze two or more texts that provide conflicting information on the same topic

- Evaluate what the two texts say about the topic.
- The texts provide conflicting information on a certain topic. Identify where the texts disagree.
- Analyze why the texts disagree and what that reveals about the topic

The student will identify where two or more texts disagree on a matter of fact or interpretation

- Understand the difference between fact and interpretation.
- Analyze why the texts disagree and what that reveals about the topic .

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Texts for given topics	Annotate for conflicting information	Create claims with evidence	Philosophical Chairs	

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on _____, _____
- According to _____, _____.
- You might think _____; however, _____.
- I believe _____
- My claim is _____.
- The evidence shows _____
- It is important that _____ because _____
- One reason is _____.
- Another reason is _____. This is vital since _____.
- The claim is _____ because _____.
- I know the argument is _____ because _____.
- I think that _____ is the better choice because...
- One reason that _____ is a better choice is that...
- I argue that _____ is the better choice because...
- You're ignoring the fact that...
- Your argument isn't logical because...
- You may be right about _____, but you're not considering the fact that _____ ...
- I recognize your point that _____, but I wonder if you're taking into account that...
- I find your explanation/evidence/reasoning/logic weak because...
- When you argue that _____, you're ignoring _____.

Instructional Notes:

- Students will participate in mini lessons using StudySync resources to compare and contrast texts that have conflicting information over the same topic. Teacher then provides a list of topics that are fun for students to lightly research and collect conflicting information on a certain topic using a note-taking device. Students will then create their own claims with evidence from texts and participate in Philosophical Chairs to share their views.
- [Ex. Topics](#)
- **Suggested StudySync resources:**
- Compare and Contrast - Ten Days in a Mad-House
- Compare and Contrast - Gaming Communities
- Spotlight: Compare and Contrast - Informational Texts

ELD Modifications:

Engaging Experience 3

Title:

Cinderella's stepmother on trial (State v. Madam Evilyn)

Suggested Time Length:

2 blocks

Priority Standard: 8.RI.2.C, 8.RI.2.D

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

The student will analyze how specific word choices contribute to meaning in a text.

- I can identify how the words used in a text create a certain meaning.
- I can explain how the repetition of words contributes to the overall meaning of the text

The student will analyze how specific word choices contribute to tone in a text.

- I can identify how the words used in a text create a certain tone.
- I can explain how the repetition of words contributes to the tone of the text

The student will judge an author's argument by assessing if the reasoning is logical.

- Identify author's claim.
- Identify statements that best support the author's claim.
- Give evidence that claim is reasonable and logical

The student will evaluate an author's argument by assessing if there is enough relevant evidence.

- Identify author's claim.
- Identify relevant evidence presented by the author to support claim.
- Evaluate if there is enough relevant evidence to support the author's claim

The student will recognize when irrelevant evidence is introduced in a text.

- Identify irrelevant evidence

Read**Write/Speak****Study****Do****Share****NOTE TO INSTRUCTOR:**

- Refer to Can-Dos and choose appropriate modifications based on your students'

language proficiency level.

- Plan activities to ensure the practice of all language domains using the sentence stems.

[State v. Madam Evilyn Script](#)

Introduction
lesson to debate

Collection of
evidence notes

Compare notes
with class and
make final
verdict

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- Based on _____, _____
- According to _____, _____.
- You might think _____; however, _____.
- I believe _____
- My claim is _____.
- The evidence shows _____
- It is important that _____ because _____
- One reason is _____.
- Another reason is _____. This is vital since _____.
- The claim is _____ because _____.
- I know the argument is _____ because _____.
- I think that _____ is the better choice because...
- One reason that _____ is a better choice is that...
- I argue that _____ is the better choice because...
- You're ignoring the fact that...
- Your argument isn't logical because...
- You may be right about _____, but you're not considering the fact that _____ ...
- I recognize your point that _____, but I wonder if you're taking into account that...
- I find your explanation/evidence/reasoning/logic weak because...
- When you argue that _____, you're ignoring _____.

Instructional Notes:

- [State v. Madam Evilyn Slideshow](#)
- [State v. Madam Evilyn Script](#)
- [State v. Madam Evilyn Collection Notes](#)
- [State v. Madam Evilyn Collection Teacher Notes](#)
- Students will read a courtroom trial of Cinderella's stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as

the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their decision. During reading, students analyze the argument and development.

ELD Modifications:**Engaging Experience 4****Title:****The Trial of Queenie Volupides****Suggested Time Length:**

3-4 blocks

Priority Standard:8.RI.2.B, 8.RI.2.D

WIDA Standards: 1, 2, 3, 4, 5

Learning Target(s):**Success Criteria:**

The student will analyze how the author acknowledges conflicting evidence in a text.

- Identify how the author recognizes conflicting evidence in the text

The student will analyze how the author responds to conflicting evidence in a text.

- Identify how the author responds to conflicting evidence in the text

The student will judge an author's argument by assessing if the reasoning is logical.

- Identify author's claim.
- Identify statements that best support the author's claim.
- Give evidence that claim is reasonable and logical

The student will evaluate an author's argument by assessing if there is enough relevant evidence.

- Identify author's claim.
- Identify relevant evidence presented by the author to support claim.
- Evaluate if there is enough relevant evidence to support the author's claim

The student will recognize when irrelevant evidence is introduced in a text.

- Identify irrelevant evidence

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. ● Plan activities to ensure the practice of all language domains using the sentence stems.				
Read The Trial of Queenie Volupides & study crime scene picture		Evidence Collection & Evaluate Evidence	Prepare for trial	Share prep work for trial

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: ● Based on _____, _____ ● According to _____, _____. ● You might think _____; however, _____. ● I believe _____ ● My claim is _____. ● The evidence shows _____ ● It is important that _____ because _____ ● One reason is _____. ● Another reason is _____. This is vital since _____. ● The claim is _____ because _____. ● I know the argument is _____ because _____. ● I think that _____ is the better choice because... ● One reason that _____ is a better choice is that... ● I argue that _____ is the better choice because... ● You're ignoring the fact that... ● Your argument isn't logical because... ● You may be right about _____, but you're not considering the fact that _____ ... ● I recognize your point that _____, but I wonder if you're taking into account that... ● I find your explanation/evidence/reasoning/logic weak because... ● When you argue that _____, you're ignoring _____.
<u>Instructional Notes:</u> ● The Trial of Queenie Volupides ● The Trial of Queenie Volupides Day 2

- [QV Evidence Collection](#)
- [QV Evaluating the Evidence](#)
- [Trial Preparation Notes - Defense Witness Information](#)
- [Trial Preparation Notes - Prosecution Witness Information](#)
- [Trial Preparation Notes - Judge, Queenie, & Jury](#)
- [Trial Preparation Notes - Defense](#)
- [Trial Preparation Notes - Prosecution](#)
- [Notes during Trial - Judge, Queenie, Witnesses and Jury](#)
- [Notes during Trial - Lawyers](#)
- Students will read and look at [the picture](#) of Queenie. They will put her “on trial” with groups for the prosecution and defense, a jury and judges. Students write their argumentative statements and work to build up their arguments. Students may also discuss the difference between the picture and written account, in terms of reliability, what it demonstrates, how to use it as evidence, etc.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3 blocks)

Students will read and analyze cases in preparation for a mock trial or debate. In preparation for the trial or debate, students will read and analyze arguments from opposing viewpoints (prosecution and defense), determine whether arguments are sound by assessing the reasoning, and determining whether there is enough evidence to support their claim. After evaluating the claims/arguments, students will participate in the mock trial or debate in their ELA class.

[Example Argument Note Sheet](#)

[Example of Debate Peer Evaluation Form](#)

Rubric for Engaging Scenario:

[Example Rubric for Argument \(Video\)](#)

[Example Rubric for Argument Essay](#)

[Example Rubric for Final Debate](#)

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Introduction to Arguments	Students will become familiar with elements of an argument (claim, reason, evidence, warrant & counter argument) and identify irrelevant evidence.	2 Blocks
Analyzing Differences	Students will compare and contrast texts that have conflicting information over the same topic, research their own conflicting topics, then participate in Philosophical Chairs.	2-3 Blocks
Cinderella's stepmother on trial (State v. Madam Evilyn)	Students will read a courtroom trial of Cinderella's stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their judgment.	2 Blocks
The Trial of Queenie Volupides	Students write their argumentative statements and work to build up their arguments regarding the guilt or innocence of a character using text and visual evidence.	3-4 Blocks
Engaging Scenario	Students will read and analyze cases in preparation for a mock trial or debate. In preparation for the trial or debate, students will read and analyze arguments from opposing viewpoints (prosecution and defense), determine whether arguments are sound by assessing the reasoning, and determining whether there is enough evidence to support their claim. After evaluating the claims/arguments, students will participate in the mock trial or debate in their ELA class.	3 Blocks

Unit 5: Culminating Unit

Subject: Reading

Grade: 8th

Name of Unit: Culminating Unit

Length of Unit: 5-7 blocks

Overview of Unit: Students will look back on the various experiences they have had in reading and ELA in 8th grade, as well as throughout their outside of school lives. Students will create a time capsule, including physical objects to represent experiences in addition to making journal entries. Students will read short articles and poems to get them thinking about each artifact before making their choices. Finally, they will present their time capsule to the class.

Priority Standards for unit:

- None for this unit

Supporting Standards for unit:

WIDA Priority Standards
Standard 1 Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
Standard 2 Language for Language Arts: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
Identify important timely artifacts based on read-alouds.	Communicate reasoning for including particular objects into their time capsule.	Analyze reading passages such as articles and poems to determine the importance of a variety of artifacts	Describe why students included specific artifacts in their own time capsules using a written response.

Essential Questions:

1. How have I changed, grown, learned, and evolved over the past year??

Enduring Understanding/Big Ideas:

1. I have grown and changed through all facets of my life.
2. Reading and reflection can help me understand where I've been and dream of where I'll be going.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
see Unit 1-4	see Unit 1-4

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- ["A Glimpse into 1795 Boston Through a Time Capsule"](#) - Newsela (accessible through Portal)
- "Eulogy of the Dog" - StudySync
- "Modern Families: What does family mean to you?" - StudySync
- "Life Doesn't Frighten Me at All" - StudySync
- "Mother to Son" - StudySync
- "If" - StudySync
- *Patina* by Jason Reynolds (cross-listed in units 1, 2, 5)
- *Lily & Dunkin* by Donna Gephart (cross-listed in units 1, 2, 5)
- *The June Boys* by Court Stevens (cross-listed in units 1, 2, 5)
- *Compound* by S.A. Bodeen (cross-listed in units 1, 2, 5)
- *A Wish in the Dark* by Christina Soontornvat (cross-listed in units 1, 2, 5)
- *Free Lunch* by Rex Ogle (cross-listed in units 1, 2, 5)

ELD Modifications:

Engaging Experience 1	
<u>Title:</u> Time Capsule Creation	<u>Suggested Time Length:</u> 2-4 blocks
<u>Priority Standard:</u> WIDA Standards: 1, 2	
<u>Learning Target(s):</u> The student will draw conclusions by citing textual evidence that most strongly supports an analysis	<u>Success Criteria:</u> • Draw Conclusions from text • Look through the text for evidence to support thinking • Choose the best evidence from the text to support conclusion

of what a text says explicitly.	
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<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: • Refer to Can-Dos and choose appropriate modifications based on your students' language proficiency level. • Plan activities to ensure the practice of all language domains using the sentence stems.				
Time Capsule background information Artifact focus articles and poems	Time capsule journal articles	Time capsule concept Practice with symbolism	Create the time capsule and choose components	Present the capsule

Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:
Students will be able to use the following stems to express themselves in multiple language domains: • Not applicable to this project.
<u>Instructional Notes:</u> • Assign “A Glimpse into 1795 Boston Through a Time Capsule” on Newsela to students. (Differentiate based on reading level). • Then, present the Time Capsule Engaging Scenario Project to students. • *There are four components that go inside of the capsule. Each one has a reading component and a journal entry. • Artifact 1: ○ Journal Entry in Time Capsule Notebook ○ Read “Eulogy of the Dog” on StudySync ○ Physical artifact representative of the most important relationship in your life up until now ○ Physical artifact representative of what relationships were like for you during the school year. • Artifact 2: ○ Journal Entry in Time Capsule Notebook ○ Read “Modern Families: What does family mean to you?” on StudySync ○ Physical artifact that represents your family’s heritage ○ Physical artifact that represents your identity outside of your family • Artifact 3:

○ Journal Entry in Time Capsule Notebook ○ Read “Life Doesn’t Frighten Me at All” and “Mother to Son” on StudySync ○ Physical artifact representative of something that symbolizes some adversity faced this particular school year.
● Artifact 4: ○ Journal Entry in Time Capsule Notebook ○ Read “If” on StudySync ○ Physical artifact that represents who you want to be in the future and/or how you want to impact the world. ○ Physical artifact that would act as a reminder or encouragement when your dream seems far away or unattainable

ELD Modifications:

Engaging Experience 2

<u>Title:</u> Time Capsule Decoration		<u>Suggested Time Length:</u> 1-2 blocks
<u>Priority Standard:</u> WIDA Standards:		
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	
The student will use a variety of media to graphically represent important aspects of their 8th grade year.	● I can choose images, text, and other kinds of media that symbolize important aspects of my 8th grade year. ● I can strategically plan and place various media on my time capsule to create a pleasing final product.	

<u>Read</u>	<u>Write/Speak</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
NOTE TO INSTRUCTOR: ● Refer to Can-Dos and choose appropriate modifications based on your students’ language proficiency level.				

- Plan activities to ensure the practice of all language domains using the sentence stems.

			Decorate the box Create links, QR codes, and creative solutions	Share the time capsule
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Listening, Speaking, Reading & Writing Sentence Stems to incorporate into activities:

Students will be able to use the following stems to express themselves in multiple language domains:

- I chose to include _____ because _____.
- I added _____ since _____.
- _____ represents _____.

Instructional Notes:

- Students can decorate the outside of their time capsule in a meaningful way with a collage of different media.

Teachers should consider giving a list of suggestions or requirements (ex: 1 picture must reflect a world event that happened this year, 1 must reflect a song that was your favorite).

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- Students should be encouraged to be creative with the media they choose. Consider photos from magazines, QR codes to links they wish to show, screenshots, maps, photos they took, 3 dimensional elements, etc. They should be encouraged to think of the outside of the vessel as a message as well.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (1 Block)

Students will present their time capsules to small groups of classmates. Students should explain the inside components, their artifacts, and why they chose each piece. They should also present how they decorated their vessel.

As an added element, students can practice answering questions during a presentation with ease. Students can ask questions of each other and treat the presentation as a round table discussion.

Rubric for Engaging Scenario:

https://www.readwritethink.org/sites/default/files/30700_rubric.pdf

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Time Capsule Creation	Students will read articles/poems, write time capsule journal entries, and find physical artifacts	2-4 blocks
Time Capsule Decoration	Students will decorate the time capsule in a meaningful way	1-2 blocks
Engaging Scenario	Students will present their time capsule to their classmates as a celebration of their year	1 block