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| **First Quarter** | **TN Standards** |  | **SPIs, GLEs, Learning Outcomes** | | **Resources** | |
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| (Unit 1) | | | | | | |
| **Literature** | **Literature**  **8.RL.KID.1**  Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.  **8.RL.KID.2**  Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.  **8.RL.KID.3**  Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  **8.RL.CS.5**  Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  **8RL.CS.6**  Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.  **8.RL.IKI.9**  Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew. | **Literature**  **Learning Outcomes**   * Provide textual evidence that most strongly supports analysis of what **the text says explicitly.** * Provide textual evidence that most strongly supports analysis of **inferences drawn from the text.** * Provide a statement of a theme or central idea of a text, based on textual evidence. * Provide an analysis of the development of the theme or central idea over the course of the text. * Provide an analysis of how the theme or central idea relates to the characters, setting, and/or plot. Provides an objective summary of a text. * Provide an analysis of how particular lines of dialogue or incidents in a story or drama **propel the action.** * Provide an analysis of how particular lines of dialogue or incidents in a story or drama **provoke a decision.** * Provide an analysis of how particular lines of dialogue or incidents in a story or drama **reveal aspects of a character.** | | | | **Prentice Hall Literature- Reading Selections**  **Unit 1: Determining Themes in a Novel/Analyzing Plot and Character Development and**  Literary Analysis Workshop **8.RL.KID.2**   * from A Wrinkle in Time exemplar p.9-10   + **Skills Focus:** setting, plot, theme * The 11:59 (fiction) p.11-16   + **Skills Focus:** characterization, plot, theme   **Extended Text – Literature: Analyzing Plot and Character Development and Determining Themes in a Novel**  ***Autobiography of an Ex-Colored Man*** by James Weldon Johnson  ***The Pigman*** by Paul Zindel  ***The Outsiders*** by S.E. Hinton   * ***Skills Focus****:* setting, plot, theme, characterization, theme, making predictions, inferences (drawing conclusions), conflict and resolution, summarize, compare and contrast, literary elements   **Resources**   * (audio and summary) <http://etc.usf.edu/lit2go/64/the-autobiography-of-an-ex-colored-man/> * (pdf novel guide) <http://eolit.hrw.com/hlla/novelguides/ms/Mini-Guide.Zindel.pdf> * (Unit Plan for The Outsiders) <http://education.library.ubc.ca/files/2011/06/08Sabrina-Block-Outsiders.pdf>   ***Prentice Hall Literature-* Pearson Publishing**  (See administrator for **Pearson Essay Scorer**  Username and Password)   * <https://docs.google.com/document/d/1OUKrzDntloJzcyCIZlYZB-pTBQt40iEIccB53bOhBZo/edit-->   an example of introductory close read with task questions and activities for the article provided   * Tennessee Electronic Library [www.tntel.info](http://www.tntel.info) * <http://edsitement.neh.gov/common-core-text-exemplars-summer-reading-teachers/common-core-text-exemplars-summer-reading-teachers-grades-6-8> * [readtheory.org](http://www.readtheory.org)—online examples of informational text * [readwritethink.org](http://www.readwritethink.org)—online reading with writing prompts and higher level thinking * [newsela.com](http://www.newsela.com)---teacher can tier same article or reading examples to the various lexile levels of his/her students * [edcite.com](http://www.edcite.com)—multiple text/genres with higher level questions—on line responses and short answers * <http://georgiaelaccgps6-8.wikispaces.com/Eighth+Grade+ELA>   Task/Prompt Starter with Rubric—   * [http://ldc.org/sites/default/files/LDC-Template-Task-Collection 2.0.A\_0.pdf](http://ldc.org/sites/default/files/LDC-Template-Task-Collection-2.0.A_0.pdf) * <http://www.pbslearningmedia.org> * <http://www.adlit.org> * <http://ldc.org--Literacy> Design Collaborative-on line tools and resources for assignments/units * [www.engageny.org/english-language-arts](http://www.engageny.org/english-language-arts) |
| **Language – Vocabulary**  .  **8.RL.CS.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies  **8.RI.CS.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **8.L.VAU.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibility from a range of strategies.  **8.L.VAU.5**  When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively. | **Vocabulary**  **Learning Outcomes**   * Demonstrate the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Provide a statement demonstrating accurate meaning and use of grade‐appropriate general academic words and phrases.   **Reviewed throughout the quarter:**  Synonyms/antonyms, Affixes- Latin roots  Context clues, Analogy and word relationships  Word parts and families   1. Use context as a clue to the meaning of a word or a phrase. 2. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 3. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. 4. Use etymological patterns in spelling as clues to the meaning of a word or phrase. | | | | **Vocabulary**  **Literary Analysis Workshop**   * **Skills:** Acquire and use academic vocabulary   **Extended Text – Literature**   * ***Autobiography of an Ex-Colored Man*** byJames Weldon Johnson * ***The Pigman*** by Paul Zindel * ***The Outsiders*** by S.E. Hinton |
| **Writing** | **Writing**  **8.W.TTP.1**  Write arguments to support claims with clear reasons and relevant evidence (Includes a-e)  **8.W.TTP.2**  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **8.W.TTP.3**  Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  **8.W.RBPK.7**  Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **Writing**  **Learning Outcomes**  ***Development of Ideas***   * The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.   ***Organization***   * The student response demonstrates purposeful coherence, clarity, and cohesion1 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.   ***Clarity of Language***   * The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone2, and/or domain-specific vocabulary.   ***Knowledge of Language and Conventions***   * The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.   **Reviewed throughout the quarter:**  Writing Sentences, Thesis statement, Writing paragraphs, Essay organization and structure, Topic sentences and supporting details | | | | **Writing**  ***Prentice Hall Literature-* Pearson Publishing**  **Routine Writing (text-dependent):**   * After You Read pg. 23 * Journal entries - Citing evidence from the text, explain how the description of Lester’s death makes his death part of the legend of “*The 11:59”*. * Summaries, Graphic Organizers**,** Daily Language Practice**,** Other Resources   **Analysis (Argument)**   * Explain the thoughts and experiences that impact the narrator’s decision to “pass” for white. Do you fault him for his decision or believe it is justified? Cite evidence from the text to defend your position. * Do you agree with the narrator that members of minority groups are more critical of themselves than anyone else is?  Cite evidence from the text to defend your position. |
| **Language**  **8.L.CSE.1**  Demonstrate command of the conventions of standard English grammar and usage.   1. When reading or listening, analyze the use of phrases and clauses within a larger text. 2. When reading or listening, explain the function of verbs 3. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively placed modifiers. 4. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. 5. When writing or speaking, produce and use varied voice and mood of verbs.   **8.L.CSE.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.  **8.L.KL.3**  When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context. | **Language**  **Learning Outcomes**   * Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) within context. * Select the most appropriate method to correct a run-on sentence. * Identify correctly and incorrectly spelled words in context. * Identify the correct use of verbs (i.e., action/linking, regular/irregular) within context. | | | | * ***Autobiography of an Ex-Colored Man*** by James Weldon Johnson * ***The Pigman*** by Paul Zindel * ***The Outsiders*** by S.E. Hinton   ***Elements of Language*- Holt Publishing**   * Sentence parts- subject and predicate * Writing sentences * Review nouns and verbs |
| **Speaking and Listening**  **8.SL.CC.1**  Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  **8.SL.CC.1.a**  Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  **8.SL.CC.1.b**  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | **Speaking and Listening**  **Learning Outcomes**   * Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet and set deadlines for completing each task, come to agreement by seeking consensus or following the majority). * Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper). | | | | **Speaking and Listening**  ***Prentice Hall Literature-* Pearson Publishing**  **Literacy Analysis Workshop**   * Exploring the Big Question pg. 2 * After You Read pg. 23 #6   **Extended Text – Literature**   * ***Autobiography of an Ex-Colored Man*** by James Weldon Johnson * ***The Pigman*** by Paul Zindel * ***The Outsiders*** by S.E. Hinton |
| **First Quarter** | **TN Standards** |  | | **SPIs, GLEs, an Learning Outcomes** | | **Content** |
|  |  |  | | | |  |
| (Unit 1) | | | | | | |
| **Reading** | **Informational**  **8.RL.KID.1**  Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.  **8.RI.KID.2**  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.  **8.RL.KID.3**  Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  **8.RI.CS.5**  Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  **8.RI.CS.6**  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  **8.RI.IKI.8**  Delineate and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims and the reasoning is sound.  **8.RI.IKI.9**  Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or opinion. | **Informational**  **Learning Outcomes**   * Provide textual evidence that most strongly supports analysis of what **the text says explicitly.** * Provide textual evidence that most strongly supports analysis of **inferences drawn from the text.** * Provide a statement of a theme or central idea of a text, based on textual evidence. * Provide an analysis of the development of the theme or central idea over the course of the text. * Provide an analysis of how the theme or central idea relates to the characters, setting, and/or plot. Provides an objective summary of a text. * Provide an analysis of how particular lines of dialogue or incidents in a story or drama **propel the action.** * Provide an analysis of how particular lines of dialogue or incidents in a story or drama **provoke a decision.** * Provide an analysis of how particular lines of dialogue or incidents in a story or drama **reveal aspects of a character.** | | | | **Prentice Hall Literature- Reading Selections**  **Unit 1: Elements of Non-fiction and Determining Central Ideas in Nonfiction**  **Literary Analysis Workshop**   * Elements of Non-fiction * Determining Central Ideas in Nonfiction   + **Close Read**: Central Idea in Nonfiction   + from *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* exemplar p.18-19     - ***Skills Focus***: supporting details, analogies, author’s purpose, central ideas   + from *The Baker Heater League* (nonfiction) p. 20-22     - ***Skills Focus***: supporting details, analogies, central ideas   **from *An American Childhood***(autobiography) p.115-118   * ***Skills Focus*:** setting, author’s purpose, theme, supporting details   **Optional informational text pieces**  **(Sign-up for Smithsonian Tween Tribune first to access the following links. It is free.)**   * “Would you give up your country for the Gold?” <http://tweentribune.com/tween56/would-you-give-your-country-gold> * “School bans girl who shaved head to support friend”   <http://tweentribune.com/tween56/school-bans-girl-who-shaved-head-support-friend>   * "Black Girls Code" generates enthusiasm in NYC   <http://tweentribune.com/tween78/black-girls-code-generates-enthusiasm-nyc>  **Resources**   * (online teacher’s edition plus much more) [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com) * (Reading strategies and graphic organizers for informational text) * (Reading informational text using 3-2-1 Strategy) <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html?tab=4#tabs> |
| **Language – Vocabulary**  **8.L.VAU.4.a**  Use context as a clue to the meaning of a word or phrase.  **8.L.VAU.4b**  Use common, grade-appropriate morphological elements as clues to the meaning of a word or a phrase.  **8.L.VAU.6**  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Vocabulary**  **Learning Outcomes**   * Demonstrate the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Provide a statement demonstrating accurate meaning and use of grade‐appropriate general academic words and phrases.   **Reviewed throughout the quarter:**  Synonyms/antonyms, Affixes- Latin roots  Context clues, Analogy and word relationships  Word parts and families | | | | **Vocabulary**  ***Prentice Hall Literature-* Pearson Publishing**  **from *An American Childhood***(autobiography)   * **Skills**: Affixes **–**  Latin root – lum-, Synonyms and antonyms * Vocabulary Development pgs. 112 and 114 * Apply the Strategy pg. 116 * Making Connections: Vocabulary pg. 112 * After You Read pg. 119   **Optional informational text pieces**   * **Skills:** synonyms, antonyms, affixes, context clues   **Resources**   * (Vocabulary Central)[**www.pearsonsuccessnet.com**](http://www.pearsonsuccessnet.com) * (Vocabulary strategies and word benches)   http://www.tn.gov/education/standards/english/std\_eng\_3081.pdf |
| **Writing** | **Writing**  **8.W.TTP.1**  Write arguments to support claims with clear reasons and relevant evidence. | **Writing**  **Learning Outcomes**  ***Development of Ideas***   * The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.   ***Organization***   * The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.   ***Clarity of Language***   * The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone2, and/or domain-specific vocabulary.   ***Knowledge of Language and Conventions***   * The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.   **Reviewed throughout the quarter:**   * Essay organization and structure * Topic sentences and supporting details * Writing paragraphs | | | | **Writing**  ***Prentice Hall Literature-* Pearson Publishing**  **Routine Writing (text-dependent):**   * Writing About the Big Question pg. 112, 120 * Critical Thinking and After You Read * Journal entries- Using examples from the text, explain what elements of fiction are used in “The Baker Heater League.” * Summaries, Graphic Organizers**,** Daily Language Practice   **Analysis (Argument)**   * Write an essay that argues the central idea of the text. *Use Performance Task #1 pg. 224 as a reference.*     **Narrative**  Writing pg. 154 - Using *An American Childhood* as a model, write a narrative about an important childhood insight or a time the main character used logic or reasoning to solve a problem. Cite evidence from the text to support your ideas. |
| **Language**  **8.L.CSE.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **8.L.CSE.2.a**  Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | **Language**   * Identify the correct use of **pronouns** (i.e., reflexive, interrogative, demonstrative) within context. * Select the correct pronoun-antecedent agreement for personal pronouns within context.   **Reviewed throughout the quarter:**  Sentence parts- subject and predicate  Writing sentences  Nouns – common/proper, singular/plural, possessive  Verbs- action, linking, helping | | | | **Conventions**  ***Prentice Hall Literature-* Pearson Publishing**   * **Skills:** pronouns   + personal pronouns – nominative, objective, and possessive   + reflexive pronouns – singular, plural * **Integrated Language Arts**: Personal Pronouns and Reflexive Pronouns pg. 154, 178 * Reading Application * Writing Application * Prentice Hall Writing Coach   ***Elements of Language*- Holt Publishing**   * pronouns   + personal pronouns – nominative, objective, and possessive   + reflexive pronouns – singular, plural |
| **Speaking and Listening**  **8.SL.CC.1**  Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.  **8.SL.CC.2**  Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation. | **Speaking and Listening**  **Learning Outcomes**   * Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet and set deadlines for completing each task, come to agreement by seeking consensus or following the majority). * Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper) | | | | **Speaking and Listening**  ***Prentice Hall Literature-* Pearson Publishing**  **Research and Technology** – *Build and Present Knowledge*   * Prepare a brief **research report** to present to the class pg. 155. (An American Childhood) |
| **First Quarter** | **TN Standards** |  | | **SPIs, GL S Learning Outcomes** | | **Content** |
|  |  |  | | | |  |
| (Unit 3) | | | | | | |
| **Reading** | **Informational**  **8.RL.KID.1 / 8.RI.KID.1**  Analyze what a text says explicitly and draw logical inference; support an interpretation of a text by citing relevant textual evidence.  **8.RI.CS.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone, including analogies and allusions to other texts.  **8.RI.CS.5**  Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.  **8.RI.CS.6**  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  **8.RI.IKI.8**  Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.  **8.RI.IKI.9**  Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | **Informational**  **Learning Outcomes**   * Provide textual evidence that most strongly supports analysis of what **the text says explicitly.** * Provide textual evidence that most strongly supports analysis of **inferences drawn from the text.** * Demonstrate the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provide an analysis of the impact of specific word choice on meaning and/or tone. * Provide a detailed analysis of the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. * Provide a statement of an **author’s point of view** in a text. * Provide a statement of an **author’s purpose** in a text. * Provide an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints. * Provide a delineation of the argument and specific claims in a text. * Provide an assessment of whether the reasoning of the argument is sound. * Provide an evaluation of whether the evidence is relevant and sufficient to support the claims. * Demonstrate recognition of when irrelevant evidence is introduced. * Provide an analysis of a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | | | | **Prentice Hall Literature- Reading Selections**  **Determining the Author’s Point of View and Analyzing Structure in Nonfiction/ Focus on Argument**  Literary Analysis Workshop **8.RI.CS.4**, **8.RI.CS.5, RI8.6**   * Elements of Literary Non-fiction * Determining the Author’s Point of view * Analyzing Structure in Non-fiction * **Close Read**: Point of View * “We the People” from *Words We Live By* exemplar p. 467   + - ***Skills Focus:***central idea, supporting details, point of view, organizational structure   + “Making Tracks on Mars” (essay) p.468-472     - ***Skills Focus****:* tone, supporting details, point of view, organizational structure   “The Trouble with Television” (speech) and The Television Age p. 558-562 **or** “On Woman’s Right to Suffrage” (speech) p. 566-568 **8.RI.8.6, 8.RI.IKI.8, 8.RI.IKI.9**   * + ***Skills Focus:***central idea, fact/opinion, supporting details, persuasive techniques, point of view, organizational structure, main ideas   **Resources**   * (online teacher’s edition plus much more) [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)   (Reading strategies and graphic organizers for informational text) [http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/2446/text strategies.pdf](http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/2446/text%20strategies.pdf)   * (Reading strategies and graphic organizers for informational text) <http://pacehighschool.net/Documents/GraphicOrganizersforReading.pdf> * (Reading informational text using 3-2-1 Strategy) <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html?tab=4#tabs> |
| **Language – Vocabulary**  **8.L.VAU.4.a**  Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  **8.L.VAU.4**  Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).  **8.L.VAU.6**  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Vocabulary**  **Learning Outcomes**   * Demonstrate the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Provide a statement demonstrating accurate meaning and use of grade‐appropriate general academic words and phrases.   **Reviewed throughout the quarter:**  Synonyms/antonyms  Affixes- Latin roots  Context clues  Analogy and word relationships  Word parts and families | | | | **Vocabulary**  ***Prentice Hall Literature-* Pearson Publishing**  **Literary Analysis Workshop**   * Learning Big Question Vocabulary pg. 461   **“The Trouble with Television” or “On Woman’s Right to Suffrage”**   * **Skills:** Affixes **–**  Latin root -vad-, -bellum-, -pass-, and -tract-   + Making Connections: Vocabulary pg. 556 **or** 564   + Vocabulary Development pgs. 556, 558, 560 **or** 564, 566   + After You Read pg. 563 **or** 569   **Resources**   * (Vocabulary Central)[**www.pearsonsuccessnet.com**](http://www.pearsonsuccessnet.com) * (Vocabulary strategies and word benches) <http://www.tn.gov/education/standards/english/std_eng_3081.pdf> |
| **Writing** | **Writing**  **8.W.TTP.1**  Write arguments to support claims with clear reasons and relevant evidence.  **8.W.TTP.1.a**  Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  **8.W.TTP.1.b**  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  **8.W.TTP.1b**c  Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  **8.W.TTP.1d**  Establish and maintain a formal style.  **8.W.TTP.1e**  Provide a concluding statement or section that follows from the argument presented.  **8.W.PDW.5**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.) | **Writing**  **Learning Outcomes**  ***Development of Ideas***   * The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.   ***Organization***   * The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.   ***Clarity of Language***   * The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone2, and/or domain-specific vocabulary.   ***Knowledge of Language and Conventions***   * The student response demonstrates command of the conventions of Standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.   **Reviewed throughout the quarter:**   * Essay organization and structure * Topic sentences and supporting details * Writing paragraphs | | | | **Writing**  ***Prentice Hall Literature-* Pearson Publishing**  **Routine Writing (text-dependent):**   * Writing About the Big Question * Critical Thinking and After You Read * Journal entry   + In “The Trouble With Television,” what is one source MacNeil quotes to give his argument authority? Explain how he uses this source for support? Identify and explain one more persuasive technique. * Graphic Organizers**,** Daily Language Practice * Analytic Summaries and Other text dependent questions   **Analysis (Argument)**   * **Writing Workshop: Write Arguments**   + **Persuasion: Editorial** * Writing pg. 571 – Write an evaluation of either MacNeil’s speech or Anthony’s speech.   **or**   * Cite evidence from “On Woman’s Right to Suffrage” to answer the following questions: According to Anthony, how do dictionaries define *citizen*? How does Anthony use this definition to support her position? What is her conclusion about laws that discriminate against women? Do you agree or disagree? State your claim and support with evidence from the text. |
| **Language**  **8.L.CSE.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing explain the functions of punctuation in creating sentence variety and style  **8.L.CSE.2.a**  Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | **Language**  **Learning Outcomes**   * Identify the correct use of adjectives and adverbs (i.e., comparative/ superlative) withincontext. * Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.   **Reviewed throughout the quarter:**   * Sentence parts- subject and predicate * Writing sentences * Nouns – common/proper, singular/plural, possessive * Verbs- action, linking, helping * Pronouns – personal , reflexive, possessive | | | | **Conventions**  ***Prentice Hall Literature-* Pearson Publishing**   * **Skills**: Adverbs, Conjunctions, Prepositions * Integrated Language Arts: Adjectives and Articles, Adverbs, and Conjunctions pg. 498, 524, and 570 * Reading Application * Writing Application * Prentice Hall Writing Coach   ***Elements of Language*- Holt Publishing**   * Adjectives and Articles * Adverbs * Conjunctions |
| **Speaking and Listening**  **8.SL.CC.1**  Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.  **8.SL.CC.1.d**  Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | **Speaking and Listening**  **Learning Outcomes**   * Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet and set deadlines for completing each task, come to agreement by seeking consensus or following the majority). * Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper). | | | | **Speaking and Listening**  ***Prentice Hall Literature-* Pearson Publishing**  **Performance Task #6** Informational Text pg. 224  ***Analyze a Paragraph*** *–* Prepare an oral presentation in which you closely read and analyze a paragraph from a nonfiction work in the unit. |
| **Research**  **(Reading and Writing- Begins in 3rd Grade TN Standards accountability)** | **Research**  **8.SL.CC.1**  Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  **8.SL.CC.1.d**  Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  **8.W.RBPK.7**  Conduct research projects to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **Research**  **Learning Outcomes**   * Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet and set deadlines for completing each task, come to agreement by seeking consensus or following the majority). * Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper). * Identify levels of reliability among resources (e.g. eyewitness account, newspaper account, supermarket tabloid account, Internet source). * Determine the most appropriate research source for a given research topic. * Discern irrelevant research material from written text. | | | | **Research**  ***Prentice Hall Literature-* Pearson Publishing**  **Performance Task**  *Research and Technology* – Build and Present Knowledge   * With a group, create a **snapshot** of arguments based on the selection you read pg. 571.   + If you read “The Trouble with Television,” use internet resources to find an editorial or essay that argues that watching television can be beneficial or educational. Compare the piece you find with the O’Neil essay.   + If you read “On Woman’s Suffrage,” find a historical editorial or essay from the late nineteenth or early twentieth century that argues against granting women the vote. Compare this piece with the Anthony speech.   Follow these steps to complete the assignment.   * + - Analyze the facts, logical arguments, appeals to authority, and statistics that each author uses to support his or her main argument.     - Write an overview of the arguments made by the “pro” and “con” authors. Use a class blog or message board to post your findings and discuss which argument is more effective. |

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| **For Reading and Writing in Each Module** | | | | | | |
|  | **Cite evidence** | **Analyze content** | **Study and apply grammar** | **Study and apply vocabulary** | **Conduct Discussions** | **Report Findings** |
| **Every Quarter** | **8.RL.KID.1**  **8.RI.KID.1** | **8.RL.KID.1**  **8.RI.KID.1** | **8.L.CSE.1/8.L.CSE.2** | **8.L.VAU.4-6** | **8.SL.CC.1** | **8.SL.PKI.4** |
| \*After selecting the standards targeted for instruction, texts, and writing tasks with clear opportunities for teaching, these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.** | | | | | | |