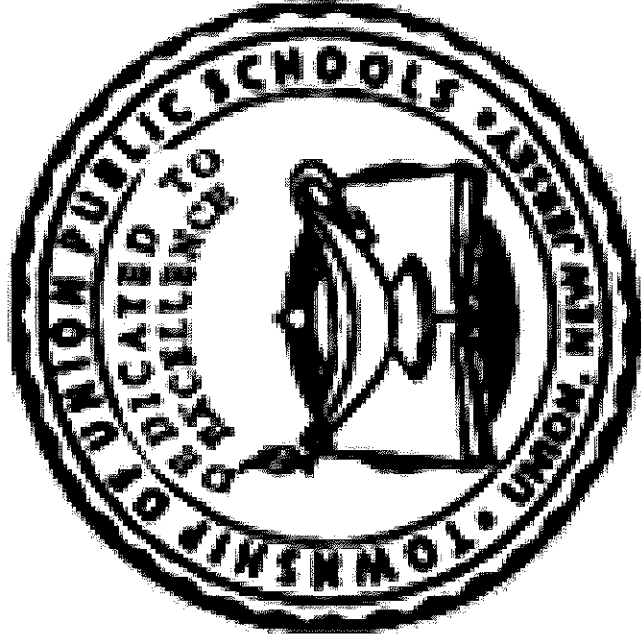
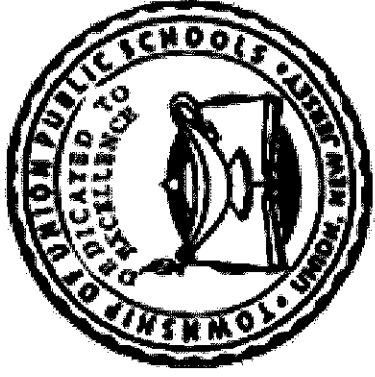


TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade Eight Honors Language Arts
Curriculum Guide 2015

Curriculum Guide Approved June 2015



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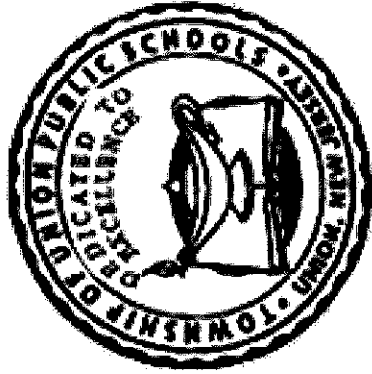
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

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Curriculum Committee

Grade Eight Honors Language Arts

**Lina Blanchet
Eric Gabriel**

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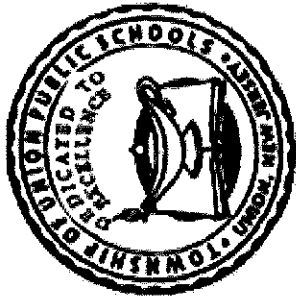
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District Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or, when necessary, removed, in order for the district to maintain the appropriate educational setting.

District Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.



Statement of District Goals

- ❖ Develop reading, writing, speaking, listening, and mathematical skills.
- ❖ Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- ❖ Acquire and use the skills and habits involved in critical and constructive thinking.
- ❖ Develop a code of behavior based on moral and ethical principles.
- ❖ To be able to work with others cooperatively.
- ❖ Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- ❖ Acquire a knowledge and understanding of the physical and biological sciences.
- ❖ Efficient and effective participation in economic life and the development of skills to enter a specific field of work.
- ❖ Appreciate and understand literature, art, music, and other cultural activities.
- ❖ Develop an understanding of the historical and cultural heritage.
- ❖ Develop a concern for the proper use and/or preservation of natural resources.
- ❖ Develop basic skills in sports and other forms of recreation.

Course Description

Eighth Grade English should build upon previously acquired knowledge of reading, writing, listening, speaking, and viewing skills, while preparing the student for the more challenging work of high school level Honors English. Students will master a variety of tasks, such as reading short stories, poems, and novels, understanding Greek mythology and the allusions to it in other works of literature, writing for a multitude of purposes, and effectively utilizing proper grammar in their writing. The students in 8th Grade Honors English should develop an appreciation of literature, as well as an understanding of how it relates to their own lives, the community around them, and the world as a whole in both the past and the present. Furthermore, reading and writing are studied jointly in order to promote an advanced understanding of writing purpose and the technique employed to effect those purposes.

Recommended Textbooks

English. Geneva, Illinois: Houghton Mifflin, 1990

Evslin, Bernard. *Heroes, Gods, and Monsters of the Greek Myths*. New York: Dell Laurel-Leaf, 2005.

Literature *Timeless Voices, Timeless Themes*: Silver Level. New Jersey: Prentice Hall, 2000.

London, Jack. *The Call of the Wild*. New York: Tom Doherty Books.

Golding, William. *Lord of the Flies*. London: Penguin Books.

Bradbury, Ray. *Fahrenheit 451*.

Stevenson, Robert Louis. *Dr. Jekyll and Mr. Hyde*

Collins, Suzanne. *Hunger Games*

Beals, Melba Patillo. *Warriors Don't Cry*

Course Proficiencies

Students will be able to:

- Read grade level text orally with high accuracy and appropriate pacing, intonation, and expression.
- Read increasingly difficult texts silently with comprehension and fluency.
- Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.
- Produce written work and oral work that demonstrates comprehension of informational materials.
- Write stories or scripts with well-developed characters, setting, dialogue, clear conflict, and resolution, and sufficient descriptive detail.
- Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
- Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.
- Write a range of essays, including persuasive, speculative, descriptive, personal, or issue-based.
- Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
- Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
- Present ideas and opinions spontaneously in response to a topic or other speakers.
- Respond orally to literature.

- Demonstrate active listening behaviors in a variety of situations.
- Listen to determine a speaker's purpose, attitude, and perspective.
- Compare and contrast media sources, such as film and book versions of a story.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Curriculum Units

Unit 1

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING TEXTS	CORRESPONDING CCSS
1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	<i>Lord of the Flies</i> "The Most Dangerous" "The Dinner Party" "Charles"	RL.8.1
2.	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	<i>Lord of the Flies</i> "The Most Dangerous" "The Dinner Party" "Charles"	RL.8.1
3.	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.	<i>Lord of the Flies</i> "The Most Dangerous" "The Dinner Party" "Charles"	RL.8.2
4.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the setting.	<i>Lord of the Flies</i> "The Most Dangerous" "The Dinner Party" "Charles"	RL.8.2
5.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the plot; provide an objective summary of the text.	<i>Lord of the Flies</i> "The Most Dangerous" "The Dinner Party" "Charles"	RL.8.2
6.	Determine a theme or central idea of a text and provide an objective summary of the text.	<i>Lord of the Flies</i> "The Most Dangerous"	RL.8.2

			<i>"The Dinner Party"</i> <i>"Charles"</i>	
7.	Analyze how particular lines of dialogue or incidents in a story propel the action.		<i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i>	RL.8.3
8.	Analyze how particular lines of dialogue or incidents in a story reveal aspects of a character.		<i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i>	RL.8.3
9.	Analyze how particular lines of dialogue or incidents in a story provoke a decision.		<i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i>	RL.8.3
10.	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 analogies or allusions to other texts.		<i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i>	RL.8.4
11.	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.		<i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i>	RL.8.4
12.	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 analogies or allusions to other texts.		<i>Lord of the Flies</i>	RL.8.4
13.	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.		<i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i>	RL.8.5

14.	Analyze how differences in the points of view of the characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8 th grade text.	<i>Lord of the Flies</i>	RL.8.6
15.	Analyze how differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8 th grade text.	<i>Lord of the Flies</i> "The Dinner Party" "The Most Dangerous"	RL.8.6
16.	Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors.	<i>Lord of the Flies</i>	RL.8.7
17.	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<i>Lord of the Flies</i>	W.8.3b.
18.	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.	<i>Raft Writing Exercises</i> <i>Lord of the Flies</i> <i>Raft Writing Exercises</i>	W.8.3d.
19.	Write narratives to develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<i>Lord of the Flies</i> <i>Raft Writing Exercises</i>	W.8.3a.
20.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<i>Lord of the Flies</i> "The Dinner Party" "The Most Dangerous" Essays, open ended writing, and RAFT writing	W.8.3c
21.	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	<i>Lord of the Flies</i> "The Most Dangerous"	W.8.3e.

		<p><i>"The Dinner Party"</i> <i>"Charles"</i> Journal and RAFT Writing</p>	
22.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i> Essays, Journal and RAFT Writing</p>	W.8.4
23.	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 has been addressed.	<p><i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i> Essays, Journal and RAFT Writing</p>	W.8.5
24.	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 audience has been addressed.	<p><i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>"Charles"</i> Essays, RAFT Writing, Peer editing, conferencing, and checklists</p>	W.8.5
25.	Draw evidence from literary texts to support analysis and	<i>Lord of the Flies</i>	W.8.9a

	reflection. Apply grade 8 Reading standards to literature	" <i>The Most Dangerous</i> " " <i>The Dinner Party</i> " " <i>Charles</i> "	
26.	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<i>Lord of the Flies</i> " <i>The Most Dangerous</i> " " <i>The Dinner Party</i> " " <i>Charles</i> " <i>Raft Writing Exercises</i>	W.8.10
27.	Engage effectively 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.	<i>Lord of the Flies</i> " <i>The Most Dangerous</i> " " <i>The Dinner Party</i> " " <i>Charles</i> " <i>Literature Circles</i>	SL.8.1
28.	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<i>Lord of the Flies</i> " <i>The Most Dangerous</i> " " <i>The Dinner Party</i> " " <i>Charles</i> " <i>Literature Circles</i>	SL.8.1a.
29.	When participating in collaborative discussions, follow rules for collegial discussions and decision making , track progress toward specific goals and deadlines, and define individual roles as needed.	<i>Lord of the Flies</i> " <i>The Most Dangerous</i> " " <i>The Dinner Party</i> " " <i>Charles</i> " <i>Literature Circles</i>	SL.8.1b.
30.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<i>Lord of the Flies</i> " <i>The Most Dangerous</i> " " <i>The Dinner Party</i> " " <i>Charles</i> " <i>Literature Circles</i>	SL.8.1c.
31.	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the	<i>Lord of the Flies</i> " <i>The Most Dangerous</i> "	SL.8.1d.

	evidence presented.	"The Dinner Party" "Charles" <i>Literature Circles</i> <i>Opinion Based Open Ended Response</i>	
32.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	<i>Lord of the Flies</i> "The Most Dangerous" "The Dinner Party" "Charles"	SL.8.6; L.8.3
33.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active voice.	<i>Lord of the Flies</i> "The Most Dangerous" "The Dinner Party" "Charles"	L.8.1b.
34.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the passive voice.	"Tell Tale Heart" "The Most Dangerous" "Monkey's Paw"	L.8.1b.
35.	Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	All texts Grammar Mini Lessons	L.8.2a.
36.	Demonstrate command of the conventions of standard English using capitalization, when writing.	All texts Grammar Mini Lessons	L.8.2a.
37.	Demonstrate command of the conventions of standard English to spell correctly.	All texts Grammar Mini Lessons	L.8.2b.

<p>38.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; 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.</p>	<p><i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>Word of the Day</i>, <i>Vocabulary</i> <i>Word Wall</i> <i>Implementation</i></p>	<p>L.8.4a.</p>
<p>39.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p><i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>Word of the Day</i> <i>Vocabulary</i> <i>Word Wall</i> <i>Implementation</i></p>	<p>L.8.4b.</p>
<p>40.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>Lord of the Flies</i> <i>"The Most Dangerous"</i> <i>"The Dinner Party"</i> <i>Word of the Day</i> <i>Vocabulary</i> <i>Word Wall</i> <i>Implementation</i></p>	<p>L.8.4c.d.</p>
<p>41.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>Lord of the Flies</i> <i>"The Dinner Party"</i> <i>"The Most Dangerous"</i> <i>Word of the Day</i> <i>Vocabulary</i> <i>Word Wall</i> <i>Implementation</i></p>	<p>L.8.6</p>

Common Core State Standards

Code #	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.
RL.8.2	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 of the text.
RL.8.3	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 .
RL.8.4	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 analogies or allusions to other texts .
RL.8.5	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 .
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors .
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame

	<p>or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.8.5	<p>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.</p>
W.8.6	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
W.8.9a.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>
W.8.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
SL.8.1	<p>Engage effectively 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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.8.2	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)</p>

	and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS #	Assessments
RI.8.2, W.8.3 & W.8.4	Story elements and plot outlines assessed through short story suspense/creative writing unit.
RI.8.1-7	Lord of the Flies Literary Elements and Character Analysis Assessment
SL.8.1, W.8.2	Lord of the Flies Collaborative Learning Project and Presentation
RI.8.2	The Most Dangerous Game Plot Development Comic Strip
RI.8.1-8, W.8.3, 8.4, 8.5, 8.9	Formative Assessments: Word of the Day Assessments, Raft Assessments, Introduction to Standardized Test Prep

Unit 2

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING TEXTS	CORRESPONDING CCSS
1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde(optional)</i>	RL.8.1
2.	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde(optional)</i>	RL.8.1
3.	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.	"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde(optional)</i>	RL.8.2
4.	Determine a theme or central idea of a text and analyze its	"Tell-Tale Heart"	RL.8.2

	<p>development over the course of the text, including its relationship to the setting.</p>	<p>"Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	
<p>5.</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the plot; provide an objective summary of the text.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	<p>RL.8.2</p>
<p>6.</p>	<p>Determine a theme or central idea of a text and provide an objective summary of the text.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	<p>RL.8.2</p>
<p>7.</p>	<p>Analyze how particular lines of dialogue or incidents in a story propel the action.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	<p>RL.8.3</p>

8.	Analyze how particular lines of dialogue or incidents in a story reveal aspects of a character.	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde(optional)</i></p>	RL.8.3
9.	Analyze how particular lines of dialogue or incidents in a story provoke a decision.	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde(optional)</i></p>	RL.8.3
10.	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 analogies or allusions to other texts.	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde(optional)</i></p> <p><i>Word of the Day</i> <i>Vocabulary Word Wall</i></p>	RL.8.4
11.	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.	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am"</p>	RL.8.4

		<p>"A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional) <i>Word of the Day</i> <i>Vocabulary Word Wall</i></p>	
<p>12.</p>	<p>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 analogies or allusions to other texts.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional) <i>Word of the Day</i> <i>Vocabulary Word Wall</i></p>	<p>RL.8.4</p>
<p>13.</p>	<p>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.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "<i>Ransom of Red Chief</i>" - <i>Irony</i> "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	<p>RL.8.5</p>

	<p>Analyze how differences in the points of view of the characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	<p>RL.8.6</p>
<p>15.</p>	<p>Analyze how differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	<p>RL.8.6</p>
<p>16.</p>	<p>Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i>(optional)</p>	<p>RL.8.7</p>
<p>17.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p>	<p>"Tell-Tale Heart" <i>Dr. Jekyll and Mr. Hyde</i> Suspense Writing</p>	<p>W.8.3b.</p>
<p>18.</p>	<p>Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and</p>	<p>"Tell-Tale Heart" <i>Dr. Jekyll and Mr. Hyde</i></p>	<p>W.8.3d.</p>

	phrases, and sensory language to capture the action and convey experiences and events.	Suspense Writing	
19.	Write narratives to develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	"Tell-Tale Heart" <i>Dr. Jekyll and Mr. Hyde</i> "How To" - Story Outlines Suspense Writing	W.8.3a.
20.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of informational and narrative writing prompts	W.8.3c
21.	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of narrative writing prompts	W.8.3e.
22.	Produce clear and coherent writing in which the development,	"Tell-Tale Heart"	W.8.4

	<p>organization, and style are appropriate to task, purpose, and audience.</p>	<p>"Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of informational and narrative writing prompts</p>	
<p>23.</p>	<p>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 has been addressed.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of informational and narrative writing prompts</p>	<p>W.8.5</p>
<p>24.</p>	<p>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 audience has been addressed.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i></p>	<p>W.8.5</p>

		<p><i>Hyde (optional)</i> -A variety of informational and narrative writing prompts</p>	
<p>25.</p>	<p>Draw evidence from literary texts to support analysis and reflection. Apply grade 8 Reading standards to literature</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde (optional)</i> -A variety of informational and narrative writing prompts Articles from Scope Magazine</p>	<p>W.8.9a</p>
<p>26.</p>	<p>Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde (optional)</i> -A variety of informational and</p>	<p>W.8.10</p>

		<p>narrative writing prompts Articles from Scope Magazine</p>	
<p>27.</p>	<p>Engage effectively 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.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of informational and narrative writing prompts Articles from Scope Magazine</p>	<p>SL.8.1</p>
<p>28.</p>	<p>Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of informational and narrative writing prompts</p>	<p>SL.8.1a.</p>

		Articles from Scope Magazine	
<p>29.</p> <p>When participating in collaborative discussions, follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" Dr. Jekyll and Mr. Hyde (optional) -A variety of informational and narrative writing prompts Articles from Scope Magazine</p>	<p>SL.8.1b.</p>
<p>30.</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>		<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" Dr. Jekyll and Mr. Hyde (optional) -A variety of informational and narrative writing prompts Articles from Scope Magazine</p>	<p>SL.8.1c.</p>

31.	<p>Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of informational and narrative writing prompts Articles from Scope Magazine</p>	SL.8.1d.
32.	<p>Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).</p>	<p>"Tell Tale Heart" "Monkey's Paw" Suspense Writing- focus on active and passive voices</p>	SL.8.6; L.8.3
33.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active voice.</p>	<p>"Tell Tale Heart" "Monkey's Paw" Suspense Writing- focus on active and passive voices</p>	L.8.1b.
34.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the passive voice.</p>	<p>"Tell Tale Heart" "Monkey's Paw" Suspense Writing- focus</p>	L.8.1b.

		on active and passive voices	
35.	Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	All texts Grammar Mini Lessons	L.8.2a.
36.	Demonstrate command of the conventions of standard English using capitalization, when writing.	All texts Grammar Mini Lessons	L.8.2a.
37.	Demonstrate command of the conventions of standard English to spell correctly.	All texts Grammar Mini Lessons	L.8.2b.
38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; 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.	"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde</i> (optional) -A variety of informational and narrative writing prompts Articles from Scope Magazine	L.8.4a.
39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr.</i>	L.8.4b.

		<p><i>Hyde (optional)</i> -A variety of informational and narrative writing prompts Articles from Scope Magazine</p>	
<p>40.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde (optional)</i> -A variety of informational and narrative writing prompts Articles from Scope Magazine</p> <p style="text-align: center;">L.8.4c.d.</p>	
<p>41.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>"Tell-Tale Heart" "Monkey's Paw" "Thank You M'am" "A Retrieved Reformation" "Gift of Magi" <i>Dr. Jekyll and Mr. Hyde (optional)</i> -A variety of</p> <p style="text-align: center;">L.8.6</p>	

	<p>informational and narrative writing prompts Articles from Scope Magazine</p>
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Common Core State Standards	
Code #	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.
RL.8.2	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 of the text.
RL.8.3	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.
RL.8.4	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 analogies or allusions to other texts.
RL.8.5	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.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> f. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. g. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

	<p>h. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>i. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>j. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	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.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Engage effectively 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.</p> <p>e. 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.</p> <p>f. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>g. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>h. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>SL.8.1</p>
<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SL.8.2</p>
<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.8.6</p>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>f. Form and use verbs in the active and passive voice.</p> <p>g. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>h. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>L.8.1</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>e. Use an ellipsis to indicate an omission.</p> <p>f. Spell correctly.</p>	<p>L.8.2</p>
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state</p>	<p>L.8.3</p>

	contrary to fact).
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4	<ul style="list-style-type: none"> e. 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. f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). g. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. h. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS #	Assessments
RI.8.1.7	Suspense Short Story Summative Assessment
RI.8.1.7	"Thank You M'am" Formative Assessment Raft
W.8.4.8.8	Dr. Jekyll and Mr. Hyde Formative Assessment Raft
W.8.4.8.8	Vocabulary Assessment for Word of the Day and Vocabulary Word Wall
RI.8.1.8	Formative Assessments: Word of the Day Assessments, Raft Assessments, Standardized Test Prep, Grammar exit card and quizzes
W.8.3.8.4	
W.8.8.8	

Unit 3

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING TEXTS	CORRESPONDING CCSS
1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	<p><i>Call of the Wild</i> "Up the Slide" "The Cold Patrol" - (Non-Fiction) "To Build A Fire"</p> <p><i>Hunger Games</i> (optional) "The Lottery"</p> <p><i>Various Non-Fiction</i> articles from <i>Scope</i> magazine for <i>PARCC Prep</i>.</p>	RL.8.1
2.	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	<p><i>Call of the Wild</i> "Up the Slide" "The Cold Patrol" - (Non-Fiction) "To Build A Fire"</p> <p><i>Hunger Games</i> (optional) "The Lottery"</p> <p><i>Various Non-Fiction</i></p>	RL.8.1

	<p>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.</p>	<p><i>articles from Scope magazine for PARCC Prep.</i></p> <p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"The Cold Patrol" - (Non-Fiction)</i> <i>"To Build A Fire"</i></p> <p><i>Hunger Games (optional)</i> <i>"The Lottery"</i></p> <p><i>Various Non-Fiction articles from Scope magazine for PARCC Prep.</i></p>	<p>RL.8.2</p>
<p>4.</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the setting.</p>	<p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"The Cold Patrol" - (Non-Fiction)</i> <i>"To Build A Fire"</i></p> <p><i>Hunger Games (optional)</i> <i>"The Lottery"</i></p> <p><i>Various Non-Fiction articles from Scope magazine for PARCC Prep.</i></p>	<p>RL.8.2</p>

<p>5.</p>	<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the plot; provide an objective summary of the text.</p>	<p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"The Cold Patrol" - (Non-Fiction)</i> <i>"To Build A Fire"</i> <i>Hunger Games (optional)</i> <i>"The Lottery"</i> <i>Various Non-Fiction articles from Scope magazine for PARCC Prep.</i></p>	<p>RL.8.2</p>
<p>6.</p>	<p>Determine a theme or central idea of a text and provide an objective summary of the text.</p>	<p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"The Cold Patrol" - (Non-Fiction)</i> <i>"To Build A Fire"</i> <i>Hunger Games (optional)</i> <i>"The Lottery"</i> <i>Various Non-Fiction articles from Scope magazine for PARCC Prep.</i></p>	<p>RL.8.2</p>
<p>7.</p>	<p>Analyze how particular lines of dialogue or incidents in a story propel the action.</p>	<p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"The Cold Patrol" -</i></p>	<p>RL.8.3</p>

		<p>(Non-Fiction) "To Build A Fire"</p> <p><i>Hunger Games</i> (optional) "The Lottery"</p> <p><i>Various Non-Fiction</i> <i>articles from Scope</i> <i>magazine for PARCC</i> <i>Prep.</i></p>	
<p>8.</p>	<p>Analyze how particular lines of dialogue or incidents in a story reveal aspects of a character.</p>	<p><i>Call of the Wild</i> "Up the Slide" "The Cold Patrol" - (Non-Fiction) "To Build A Fire"</p> <p><i>Hunger Games</i> (optional) "The Lottery"</p> <p><i>Various Non-Fiction</i> <i>articles from Scope</i> <i>magazine for PARCC</i> <i>Prep.</i></p>	<p>RL.8.3</p>
<p>9.</p>	<p>Analyze how particular lines of dialogue or incidents in a story provoke a decision.</p>	<p><i>Call of the Wild</i> "Up the Slide" "The Cold Patrol" - (Non-Fiction) "To Build A Fire"</p>	<p>RL.8.3</p>

		<p><i>Hunger Games</i> (optional) "The Lottery"</p> <p><i>Various Non-Fiction articles from Scope magazine for PARCC Prep.</i></p> <p><i>Call of the Wild</i> "Up the Slide" "The Cold Patrol" - (Non-Fiction) "To Build A Fire"</p> <p><i>Hunger Games</i> (optional) "The Lottery"</p> <p><i>Various Non-Fiction articles from Scope magazine for PARCC Prep.</i></p>	
<p>10.</p>	<p>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 analogies or allusions to other texts.</p>	<p>RL.8.4</p>	
<p>11.</p>	<p>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.</p>	<p>RL.8.4</p>	

		<p><i>Various Non-Fiction articles from Scope magazine for PARCC Prep.</i></p>	
<p>12.</p>	<p>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 analogies or allusions to other texts.</p>	<p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"The Cold Patrol"</i> - (Non-Fiction) <i>"To Build A Fire"</i> <i>Hunger Games</i> (optional) <i>"The Lottery"</i></p> <p>RL.8.4</p>	
<p>13.</p>	<p>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.</p>	<p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"To Build A Fire"</i> <i>Hunger Games</i> (optional) <i>"The Lottery"</i></p> <p>RL.8.5</p>	
<p>14.</p>	<p>Analyze how differences in the points of view of the characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.</p>	<p><i>Call of the Wild</i> <i>"Up the Slide"</i> <i>"To Build A Fire"</i></p> <p>RL.8.6</p>	

		<i>Hunger Games</i> (optional) "The Lottery"	
15.	Analyze how differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8 th grade text.	<i>Call of the Wild</i> "Up the Slide" "To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"	RL.8.6
16.	Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors.	<i>Call of the Wild</i> "Up the Slide" "To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"	RL.8.7
17.	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	Raft Prompts for <i>Call of the Wild</i> <i>Hunger Games</i> (optional)	W.8.3b.
18.	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.		W.8.3d.
19.	Write narratives to develop real or imagined experiences or	Raft Prompts for	W.8.3a.

	events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<i>Call of the Wild Hunger Games (optional)</i>	
20.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Raft Prompts for Call of the Wild Hunger Games (optional)	W.8.3c
21.	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	Raft Prompts for Call of the Wild Hunger Games (optional)	W.8.3e.
22.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Raft Prompts for Call of the Wild Hunger Games (optional)	W.8.4
23.	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 has been addressed.	Post Writing analysis and peer edits. "How To" Revision and Editing Templates	W.8.5
24.	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 audience has been addressed.	Post Writing analysis and peer edits. "How To" Revision and Editing Templates	W.8.5
25.	Draw evidence from literary texts to support analysis and reflection. Apply grade 8 Reading standards to literature	Call of the Wild "Up the Slide"	W.8.9a

		<p>"To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"</p> <p>Raft Prompts for <i>Call of the Wild</i> <i>Hunger Games</i> (optional)</p>		
26.	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		W.8.10	
27.	Engage effectively 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.	<p><i>Call of the Wild</i> "Up the Slide"</p> <p>"To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"</p>	SL.8.1	
28.	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p><i>Call of the Wild</i> "Up the Slide"</p> <p>"To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"</p>	SL.8.1a.	
29.	When participating in collaborative discussions, follow rules for collegial discussions and decision making , track progress toward specific goals and deadlines, and define individual roles as needed.	<p><i>Call of the Wild</i> "Up the Slide"</p> <p>"To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"</p>	SL.8.1b.	
30.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<p><i>Call of the Wild</i> "Up the Slide"</p> <p>"To Build A Fire"</p>	SL.8.1c.	

		<p><i>Hunger Games</i> (optional) "The Lottery" Scope Magazine Articles</p> <p><i>Call of the Wild</i> "Up the Slide" "To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery" Scope Magazine Articles</p>		
31.	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.			SL.8.1d.
32.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	Narrative Writing- focus on active and passive voices		SL.8.6; L.8.3
33.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active voice.	Narrative Writing- focus on active and passive voices		L.8.1b.
34.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the passive voice.	Narrative Writing- focus on active and passive voices		L.8.1b.
35.	Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	All texts Grammar Mini Lessons		L.8.2a.
36.	Demonstrate command of the conventions of standard English	All texts		L.8.2a.

	using capitalization, when writing.	Grammar Mini Lessons	
37.	Demonstrate command of the conventions of standard English to spell correctly.	<p>All texts</p> <p>Grammar Mini Lessons</p> <p>Word of the Day/Word</p> <p>Wall</p> <p>Vocab. from fiction and non-fiction pieces</p> <p><i>Call of the Wild</i></p> <p>"Up the Slide"</p> <p>"To Build A Fire"</p> <p><i>Hunger Games</i></p> <p>(optional)</p> <p>"The Lottery"</p>	L.8.2b.
38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; 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.		L.8.4a.
39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<p>Word of the Day/Word</p> <p>Wall</p> <p>Vocab. from fiction and non-fiction pieces</p> <p><i>Call of the Wild</i></p> <p>"Up the Slide"</p> <p>"To Build A Fire"</p> <p><i>Hunger Games</i></p> <p>(optional)</p> <p>"The Lottery"</p>	L.8.4b.
40.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	<p>Word of the Day/Word</p> <p>Wall</p> <p>Vocab. from fiction and non-fiction pieces</p> <p><i>Call of the Wild</i></p>	L.8.4c.d.

	<p>pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>"Up the Slide" "To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"</p>	
<p>41.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Word of the Day/Word Wall Vocab. from fiction and non-fiction pieces <i>Call of the Wild</i> "Up the Slide" "To Build A Fire" <i>Hunger Games</i> (optional) "The Lottery"</p>	<p>L.8.6</p>

Common Core State Standards

Code #	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.
RL.8.2	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 of the text.
RL.8.3	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.
RL.8.4	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 analogies or allusions to other texts.
RL.8.5	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.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>k. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>l. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>m. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>n. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>

	<p>o. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
W.8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.8.5	<p>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.</p>
W.8.6	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
W.8.9a.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>c. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>
W.8.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	<p>Engage effectively 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.</p>
SL.8.1	<p>i. 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.</p> <p>j. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>k. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>l. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.8.2	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
SL.8.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<p>L.8.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. j. Form and use verbs in the active and passive voice. k. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. l. Recognize and correct inappropriate shifts in verb voice and mood.
<p>L.8.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> g. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. h. Use an ellipsis to indicate an omission. i. Spell correctly.
<p>L.8.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> c. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
<p>L.8.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. 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. j. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). k. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. l. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>L.8.6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Assessments	
RL.8.1-7	<i>The Call of the Wild</i> Summative Assessment/ <i>The Call of the Wild</i> Formative Assessment Raft
RL.8.1-7	"The Cold Patrol" and "To Build a Fire" Reading Comprehension Assessments
WR.8.8-9	The Hunger Games District presentations Summative Assessment/ Hunger Games Cornucopia Summative Assessment/
LR.8.8-9	Vocabulary Assessment for Word of the Day and Vocabulary Word Wall
RL.8.1-8.4 WR.8.8-9 RS.8.9	Formative Assessments: Word of the Day Assessments, Raft Assessments, Standardized Test Prep, Grammar exit card and quizzes

Unit 4

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING TEXTS	CORRESPONDING CCSS
1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	<i>Greek Mythology</i> <i>Warriors Don't Cry</i> <i>Poetry Unit</i> <i>Fahrenheit 451</i>	RL.8.1
2.	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	<i>Greek Mythology</i> <i>Warriors Don't Cry</i>	RL.8.1

			<i>Poetry Unit Fahrenheit 451</i>	
3.	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.		<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.2
4.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the setting.		<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.2
5.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the plot; provide an objective summary of the text.		<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.2
6.	Determine a theme or central idea of a text and provide an objective summary of the text.		<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.2
7.	Analyze how particular lines of dialogue or incidents in a story propel the action.		<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.3
8.	Analyze how particular lines of dialogue or incidents in a story reveal aspects of a character.		<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.3
9.	Analyze how particular lines of dialogue or incidents in a story provoke a decision.		<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.3

10.	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 analogies or allusions to other texts.	<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.4
11.	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.	<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.4
12.	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 analogies or allusions to other texts.	<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.4
13.	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.	<i>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</i>	RL.8.5
14.	Analyze how differences in the points of view of the characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8 th grade text.	<i>Greek Mythology Fahrenheit 451</i>	RL.8.6
15.	Analyze how differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8 th grade text.	<i>Greek Mythology Fahrenheit 451</i>	RL.8.6
16.	Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors.	<i>Fahrenheit 451 Greek Mythology</i>	RL.8.7
17.	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<i>Greek Mythology</i>	W.8.3b.
18.	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and	<i>Greek Mythology Narrative Poetry</i>	W.8.3d.

	phrases, and sensory language to capture the action and convey experiences and events.		
19.	Write narratives to develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Greek Mythology Narrative Poetry	W.8.3a.
20.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	W.8.3c
21.	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	Greek Mythology Narrative Poetry	W.8.3e.
22.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	W.8.4
23.	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 has been addressed.	Peer Edits and group Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	W.8.5
24.	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 audience has been addressed.	Post Writing analysis and peer edits. "How To" Revision and Editing Templates	W.8.5
25.	Draw evidence from literary texts to support analysis and reflection. Apply grade 8 Reading standards to literature	Peer Edits and group Greek Mythology Warriors Don't Cry	W.8.9a

		<i>Poetry Unit Fahrenheit 451</i>	
26.	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Greek Mythology Narrative Poetry	W.8.10
27.	Engage effectively 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.	Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	SL.8.1
28.	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	SL.8.1a.
29.	When participating in collaborative discussions, follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.	Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	SL.8.1b.
30.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	SL.8.1c.
31.	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451	SL.8.1d.
32.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using verbs in the active and passive voice	Narrative Writing- focus on active and passive voices	SL.8.6; L.8.3

	and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).		
33.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active voice.	Narrative Writing- focus on active and passive voices	L.8.1b.
34.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; form and use verbs in the passive voice.	Narrative Writing- focus on active and passive voices	L.8.1b.
35.	Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	All texts Grammar Mini Lessons	L.8.2a.
36.	Demonstrate command of the conventions of standard English using capitalization, when writing.	All texts Grammar Mini Lessons	L.8.2a.
37.	Demonstrate command of the conventions of standard English to spell correctly.	All texts Grammar Mini Lessons	L.8.2b.
38.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; 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.	<i>Greek Mythology</i> <i>Warriors Don't Cry</i> <i>Poetry Unit</i> <i>Fahrenheit 451</i>	L.8.4a.
39.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<i>Greek Mythology</i> <i>Warriors Don't Cry</i> <i>Poetry Unit</i> <i>Fahrenheit 451</i>	L.8.4b.
40.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and	<i>Greek Mythology</i> <i>Warriors Don't Cry</i>	L.8.4c.d.

	<p>content, choosing flexibly from a range of strategies; Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Poetry Unit Fahrenheit 451</p>
<p>41.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Greek Mythology Warriors Don't Cry Poetry Unit Fahrenheit 451</p> <p>L.8.6</p>

Common Core State Standards

Code #	Common Core State Standards
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RL.8.2	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 of the text.
RL.8.3	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.
RL.8.4	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 analogies or allusions to other texts.
RL.8.5	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.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>p. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>q. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>r. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>s. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>t. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	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.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. d. Apply grade 8 Reading standards to literature (e.g., “ Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new ”).
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Engage effectively 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. m. 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. n. Follow rules for collegial discussions and decision-making , track progress toward specific goals and deadlines, and define individual roles as needed. o. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. p. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.1	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>m. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>n. Form and use verbs in the active and passive voice.</p> <p>o. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>p. Recognize and correct inappropriate shifts in verb voice and mood.</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>j. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>k. Use an ellipsis to indicate an omission.</p> <p>l. Spell correctly.</p>
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>d. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).</p>
L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>m. 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.</p> <p>n. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>o. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>p. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.8.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

CCSS #	Assessments
RL.8.1-7	<i>Warriors Don't Cry</i> Summative Assessment/ <i>Warriors Don't Cry</i> Historical Research Presentation
RL.8.1-7	Poetry Unit Assessment (Figurative Language & Literary Devices)
W.8.4, 8	Fahrenheit 451 Summative Assessment/ Fahrenheit 451 RAFT
L.8.4-8-9	Vocabulary Assessment for Word of the Day and Vocabulary Word Wall
RL.8.1-8-9 W.8.3, 8.4 8.5-8.9	Formative Assessments: Word of the Day Assessments, Raft Assessments, Standardized Test Prep, Grammar exit card and quizzes