* Click here for the [8th TNReady Language Arts Blueprint](http://www.tn.gov/assets/entities/education/attachments/tnready_blueprint_g8_ela.pdf).
* Regularly utilize non-fiction selections to create text dependent questions and culminating activities.
  + Balance 50/50 for literature and non-fiction text.
  + Use a variety of Lexile levels with most texts within the grade-level band (1010 – 1185).
    - Collaborate to avoid reading same texts in multiple grade levels.
* Please follow the Scope and Sequence Standards listed for each quarter to ensure district-wide alignment.
* Suggest implementing Basic Core Skill Units throughout year (near the beginning of each quarter) rather than as the first four units of instruction.
* Common Core Theme Units:
  + Select units that match student needs and interests.
  + Select and modify units to align with standards and skills identified for each quarter.
  + Freedom to alternate texts and lessons from suggested ones listed.
  + Share additional lessons, texts, and units throughout the year to add to this living document.

Created by: Cathy Young (Riverdale Elementary)

For all hyperlinked documents for Scope and Sequence, please visit <http://gmsd-8ela-curriculum-guide.weebly.com>.

**Eighth Grade**

**ELA Core Standards Overview**

* Citing the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.
* Analyzing where materials on the same topic disagree on matters of fact, interpretation, or point of view.
* Learning how authors support their ideas through word choice, sentence and paragraph structure, and other methods.
* Building writing around strong central ideas or points of view; supporting the ideas with sound reasoning and evidence, precise word choices, smooth transitions, and different sentence structures.
* Planning and conducting research projects that include several steps and use many credible and documented print and digital sources.
* Analyzing the purpose of information presented in diverse media (e.g., print, TV, web) and evaluating its social, political, or commercial motives.
* Presenting findings and claims to others, emphasizing key points with relevant evidence and sound reasoning, adapting speech to the audience and the formality of the setting, and responding to questions and comments with relevant observations and ideas.
* Using strong, active verbs to create a clear picture for the reader (e.g., walk, skip, meander, lurch, limp).
* Interpreting figures of speech (e.g., irony, puns) and developing a large vocabulary of general academic words and phrases.

**GMSD 8th grade Language Arts Scope and Sequence 2015-16**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scope and Sequence | Literature | Informational | Writing | Speaking & Listening | Language |
| Quarter 1 | Focus Standard(s): RL.8.2, RL.8.3  Support Standard(s):  RL.8.1, RL.8.4 | Focus Standard(s): RI.8.2, RI.8.3  Support Standard(s):  RI.8.1, RI.8.4 | Focus Standard(s): W.8.2, W.8.7, W.8.9  Support Standard(s):  W.8.4, W.8.5,  W.8.6, W.8.8,  W.8.10 | Focus Standard(s): SL.8.1  Support Standard(s): | Focus Standard(s): L.8.1a-b, L.8.2,  L.8.4a-b  Support Standard(s): |
| Quarter 2 | Focus Standard(s):  RL.8.5, RL.8.6  Support Standard(s):  RL.8.1, RL.8.2, RL.8.3, RL.8.4 | Focus Standard(s):  RI.8.5, RI.8.6  Support Standard(s):  RI.8.1, RI.8.2, RI.8.3, RI.8.4 | Focus Standard(s): W.8.1, W.8.7, W.8.9  Support Standard(s):  W.8.4, W.8.5,  W.8.6, W.8.8,  W.8.10 | Focus Standard(s): SL.8.4, SL.8.5  Support Standard(s):  SL.8.1 | Focus Standard(s): L.8.1.c-d, L.8.3, L.8.4c-d, L.8.5  Support Standard(s):  L.8.1a-b, L.8.2,  L.8.4a-b |
| Quarter 3 | Focus Standard(s):  RL.8.7, RL.8.9  Support Standard(s):  RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6 | Focus Standard(s):  RI.8.7, RI.8.8, RI.8.9  Support Standard(s):  RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6 | Focus Standard(s): W.8.3, W.8.7, W.8.9  Support Standard(s):  W.8.2, W.8.3, W.8.4, W.8.5, W.8.6, W.8.8, W.8.10 | Focus Standard(s): SL.8.2, SL.8.3  Support Standard(s):  SL.8.1, SL.8.4, SL.8.5 | Focus Standard(s):  L.8.1, L.8.2, L.8.3  Support Standard(s):  L.8.4, L.8.5 |
| Quarter 4 | Focus Standard(s):  RL.8.10  Support Standard(s):  RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9 | Focus Standard(s):  RI.8.10  Support Standard(s):  RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.9 | Focus Standard(s): W.8.2  Support Standard(s):  W.8.4, W.8.5,  W.8.6, W.8.8, W.8.7, W.8.9,  W.8.10 | Focus Standard(s): SL.8.6  Support Standard(s):  SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.5 | Focus Standard(s): L.8.4, L.8.5, L.8.6  Support Standard(s):  L.8.1, L.8.2, L.8.3 |

For all hyperlinked documents for Scope and Sequence, please visit <http://gmsd-8ela-curriculum-guide.weebly.com>.

**Developing Core Proficiencies Curriculum Units by Odell Education**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Basic Core Skills Unit Topics | Unit Title  (approximate time needed) | Part 1:  Focus and aligned Standards | Part 2:  Focus and aligned Standards | Part 3:  Focus and aligned Standards | Part 4:  Focus and aligned Standards | Part 5:  Focus and aligned Standards |
| **Unit A: Reading Closely for Textual Details** | We Had to Learn English  (3-4 weeks) | Understanding Close Reading  RI.8.1, RI.8.2,  RI.8.4 | Questioning Texts  RI.8.1, RI.8.2,  RI.8.4 | Analyzing Detail  RI.8.1, RI.8.2, RI.8.4, RI.8.6,  RI.8.9 | Explaining Understanding  RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.10, W.8.2,  W.8.9b | Discussing Ideas  RI.8.10, SL.8.1,  W.8.2, W.8.4,  W.8.9b |
| **Unit B:**  **Making Evidence-Based Claims** | Truth, Chisholm, Williams  (2-4 weeks) | Understanding Evidence-Based Claims  RI.8.1, RI.8.2,  RI.8.6, SL.8.1 | Making Evidence-Based Claims  RI.8.1, RI.8.2,  RI.8.6, SL.8.1 | Organizing Evidence-Based Claims  RI.8.1, RI.8.2,  RI.8.6, SL.8.1 | Writing Evidence-Based Claims  RI.8.1, RI.8.2,  RI.8.6, SL.8.1,  W.8.4, W.8.9b | Developing Evidence-Based Writing  RI.8.1, RI.8.2,  RI.8.6, W.8.4,  W.8.9b |
| Basic Core Skills Unit Topics | Unit Title  (approximate time needed) | Part 1:  Focus and aligned Standards | Part 2:  Focus and aligned Standards | Part 3:  Focus and aligned Standards | Part 4:  Focus and aligned Standards | Part 5:  Focus and aligned Standards |
| **Unit C: Researching to Deepen Understanding** | Human Animal Interaction  (4-6 weeks)  Note: May use topics provided **or** align with theme unit. | Initiating Inquiry  RI.8.1, RI.8.2, SL.8.1, W.8.4, W.8.7, W.8.8, W.8.9b | Gathering Information  RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.10, W.8.4, W.8.7, W.8.8, W.8.9b | Deepening Understanding  RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.7, RI.8.9, RI.8.10, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9b | Finalizing Inquiry  RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.7, RI.8.9, RI.8.10, SL.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9b | Developing and Communicating an Evidence-Based Perspective  RI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.7, RI.8.9, RI.8.10, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9b |
| **Unit D: Building Evidence-Based Arguments** | E pluribus Unum  (4-6 weeks)  Note: May bridge with *Researching to Deepen Understanding* **or** as a separate unit | Understanding the Nature of an Issue  RI.8.1, RI.8.2, RI.8.3, RI.8.4, SL.8.1, W.8.2 | Analyzing Arguments  RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.9, SL.8.1, W.8.2, W.8.9b | Evaluating Arguments and Developing a Position  RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.8, RI.8.9, SL.8.1, W.8.1, W.8.2, W.8.9b | Organizing an Evidence-Based Argument  RI.8.1, SL.8.1, W.8.1, W.8.5, W.8.9b | Developing and Strengthening Argumentative Writing  RI.8.1, RI.8.5, RI.8.6, RI.8.8, SL.8.1, W.8.1, W.8.4, W.8.5, W.8.9b |

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**Common Core Theme Units:**

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| Unit Theme Choices | Essential Question | Writing Focus | Social Studies Connections | Science Connections | Key Terms | Standards List |
| **Unit 1:**  **The Process of the Journey** | What role does storytelling play in our history? Our present? Our future? | Narrative | What is the process of historical analysis? | What is the role of the scientific method? | Explicit Textual Evidence, Implicit Textual Evidence, Literal versus Figurative Language, Setting, Theme, Hero/Heroine, Allusion, Analogy, Pacing, Reflection, Sensory Detail | RL/RI.8.1  RL.8.4  W.8.3  W.8.4  W.8.5  SL.8.1  L.8.2  L.8.2 |
| **Unit 2: Motivation and Influence** | How does an author’s experience and world shape his or her writing? | Informative/ Explanatory | What were the motivations of explorers? | What is chemistry and how is it related to change? | Textual Evidence, Biography, Humor, Irony, Mood, Perspective, Point of view, Style, Tone, Author’s Purpose, Thesis, Theme, Key Concept | RL.8.2  RI.8.5  W.8.2  SL.8.2  L.8.2 |
| **Unit 3: Facing Adversity** | How do people use available information to respond to challenges? | Argument | What were the causes and effects of the events leading up to the Revolutionary War? | What are the different types and uses of energy? | Genre, Explicit vs. Implicit Textual Evidence, Text Structures, Claim, Argument (thesis), Fact vs. Opinion, Sound, Relevant, Evidence, Denotation and Connotation | RL.8.5  RI.8.2  RI.8.7  RI.8.6  RI.8.8  W.8.1  SL.8.1  L.8.2  L.8.4  L.8.5 |
| Unit Theme Choices | Essential Question | Writing Focus | Social Studies Connections | Science Connections | Key Terms | Standards List |
| **Unit 4: Affecting Change** | How do an individual’s words and actions affect incidents in a story, propel action, reveal aspects of character, or provoke a decision? | Argument | What analysis can be made of U.S. Constitutional arguments and Constitutional compromises? | How can we use evidence to support scientific claims? | Claim, Argument, Point of View, Compare, Contrast, Dialogue, Diction, Drama, Monologue, Screenplay | RL.8.3  RI.8.8  RI.8.9  W.8.1  SL.8.3  SL.8.6  L.8.2  L.8.5 |
| **Unit 5: Learning from the Past** | What can we learn from the past? | Informative/ Explanatory | How did significant events transform our country? | How do forces cause change in ecology, physics, geology, or chemistry? | Satire, Strength of Character, Symbolism, Style, Citation, Source, Reliability, Historical Fiction, Archetype | RL/RI.8.9  RI.8.3  W.8.2  W.8.6  W.8.8  W.8.9  SL.8.5  L.8.1  L.8.2  L.8.3 |
| **Unit 6: Moments that Matter** | How do significant events in our lives transform us? | Narrative | How does understanding the events and issues of the Civil War help us realize our identity as a nation? | How does recognizing the contributions of scientists help us understand the nature of science? | Character Types, Patterns of Events, Point of View, Preconceived Notion, Historical Fiction, Screenplay | RL.8.3  RL.8.6  RL.8.7  RI.8.4  W.8.3  SL.8.4  L.8.2  L.8.3  L.8.5 |

For all hyperlinked documents for Scope and Sequence, please visit <http://gmsd-8ela-curriculum-guide.weebly.com>.

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| Unit Theme Choices | Essential Question | Writing Focus | Standards List | |
| **Unit 7:**  **Working with Evidence: Taking a Stand**  **(Module 2a)** | How does taking a stand in small ways show integrity? Is it worth taking a stand for one’s self? For others? | Argument and Narrative | RL/RI.8.1  RL/RI.8.2  RL.8.3  RL/RI.8.4  RL/RI.8.5  RL/RI.8.6  RL/RI.8.7  RL.8.9 | W.8.1  W.8.3  W.8.4  W.8.5  W.8.9  SL.8.1  L.8.2  L.8.4  L.8.5 |
| **Unit 8:**  **Research, Decisions, Positions – World’s Food Supply**  **(Module 4)** | How do we make decisions about what we eat? What journey does food take before it gets to your plate? Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim? | Argument | RI.8.2  RI.8.4  RI.8.6  RI.8.8  RI.8.9  W.8.1  W.8.4  W.8.5  W.8.7  W.8.8  W.8.9b | SL.8.2  SL.8.3  SL.8.4  SL.8.5  SL.8.6  L.8.4  L.8.6 |

**Expeditionary Learning – Engage NY Core Curriculum Units (Modules purchased by GMSD)**

For all hyperlinked documents for Scope and Sequence, please visit <http://gmsd-8ela-curriculum-guide.weebly.com>.

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| Eighth Grade Unit A: **Reading Closely for Textual Details**  *Core Proficiency Skills Unit – duration 3-4 weeks* | | | | | |
| Title of Lesson | Part 1: Focus Skills | Part 2: Focus Skills | Part 3: Focus Skills | Part 4: Focus Skills | Part 5: Focus Skills |
| We Had to Learn English | Understanding Close Reading | Questioning Texts | Analyzing Detail | Explaining Understanding | Discussing Ideas |

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| **ELA Reading Informational Text Standards** | **Student Learning Targets** |
| **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * I can identify the difference between what the author states directly and what he/she implies in the text. * I can supply textual evidence to support what the author states directly and what he/she implies. |
| **RI.8.2:** 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 of the text. | * I can find a central idea in a text. * I can explain how supporting ideas develop the central idea. * I can explain how supporting ideas relate to the central idea. * I can summarize a text. * I can provide an objective summary of the text. |
| **RI.8.4:** 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. | * I can identify figurative language in an informational text. * I can identify the connotative meanings of specific words in an informational text. * I can identify the technical meaning of words in an informational text. * I can identify an analogy and explain how it affects the meaning and tone of an informational text. * I can identify an allusion and explain how it affects the meaning and tone of an informational text. |
| **RI.8.6:** 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. | * I can identify an author’s point of view or purpose in a text. * I can identify and explain how the author acknowledges and responds to others' opinions. |
| **RI.8.9:** 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. | * I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations. |
| **RI.8.10**: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | * I can read and comprehend complex literary nonfiction independently and proficiently. |

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| **ELA Writing Standards** | **Student Learning Targets** |
| **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | * I can write an introduction that presents a topic clearly and previews what is to follow. |
| 1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | * I can organize my paper using a clear introduction. * I can organize and categorize my information. * I can use headings, charts, tables, etc. to add clarification to my paper. |
| 1. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | * I can support my topic using facts, definitions, details, and examples. |
| 1. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | * I can use a variety of appropriate transitions to show connections between ideas and concepts. |
| 1. Use precise language and domain-specific vocabulary to inform about or explain the topic. | * I can use precise language and vocabulary specific to my topic. |
| 1. Establish and maintain a formal style. | * I can write a formal paper. |
| 1. Provide a concluding statement or section that follows from and supports the information or explanation presented. | * I can write a conclusion that supports the information presented in my paper. |
| **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 2 above.) | * I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience. |
| **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| 1. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and  specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| **ELA Speaking and Listening Standards** | **Student Learning Targets** |
| **SL.8.1:** 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 can communicate and respond to ideas about a variety of topics during discussions. |
| 1. 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. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. | * I can communicate and respond to ideas about a variety of topics during discussions. |

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| **Unit A Plans, Texts, Resources, Links** | | |
| **Unit Plan and Texts:**  [Unit A Plan – *We Had to Learn English*](http://odelleducation.com/wp-content/uploads/2015/04/RC-Unit-Plan-G8_We-had-to-learn-English.pdf)  [Unit A Texts – *We Had to Learn English*](http://odelleducation.com/wp-content/uploads/2014/10/RC-Unit-Texts-G8_We-had-to-learn-English.pdf) | | |
| **Handouts:**  [Unit A – Guiding Questions Handout](http://odelleducation.com/wp-content/uploads/2013/04/Guiding-Questions-Handout.pdf)  [Unit A – Reading Closely Checklist](http://odelleducation.com/wp-content/uploads/2013/04/Reading-Closely-Checklist.pdf)  [Unit A – TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf) | **Model Tools:**  [Unit A – Questioning Texts Model – Riis](http://odelleducation.com/wp-content/uploads/2013/03/Questioning-Texts-Riis.pdf)  [Unit A – Analyzing Details Model – Riis](http://odelleducation.com/wp-content/uploads/2013/03/Analyzing-Details-Riis.pdf) | **Tools:**  [Unit A – Questioning Texts](http://odelleducation.com/wp-content/uploads/2013/04/Questioning-Texts.pdf)  [Unit A – Analyzing Details](http://odelleducation.com/wp-content/uploads/2013/04/Analyzing-Details.pdf) |
| **Additional Links:**  [How to use these materials](http://odelleducation.com/wp-content/uploads/2013/04/HOW-TO-USE-THESE-MATERIALS.pdf)  [Full Unit Link](http://odelleducation.com/reading-closely/grade-8-we-had-to-learn-english)  [Download other grade level Reading Closely Units](http://odelleducation.com/reading-closely) | | |

**For all corrected hyperlinked documents for Unit A, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-a-reading-closely-for-textual-details.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-a-reading-closely-for-textual-details.html)**.**

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| Eighth Grade Unit B:  **Making Evidence-Based Claims**  *Core Proficiency Skills Unit – duration 2-4 weeks* | | | | | |
| Title of Lesson | Part 1: Focus Skills | Part 2: Focus Skills | Part 3: Focus Skills | Part 4: Focus Skills | Part 5: Focus Skills |
| Truth, Chisholm, Williams | Understanding Evidence-Based Claims | Making Evidence-Based Claims | Organizing Evidence-Based Claims | Organizing Evidence-Based Claims | Developing Evidence-Based Writing |

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| **ELA Reading Informational Text Standards** | **Student Learning Targets** |
| **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * I can identify the difference between what the author states directly and what he/she implies in the text. * I can supply textual evidence to support what the author states directly and what he/she implies. |
| **RI.8.2:** 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 of the text. | * I can find a central idea in a text. * I can explain how supporting ideas develop the central idea. * I can explain how supporting ideas relate to the central idea. * I can summarize a text. * I can provide an objective summary of the text. |
| **RI.8.6:** 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. | * I can identify an author’s point of view or purpose in a text. * I can identify and explain how the author acknowledges and responds to others' opinions. |

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| **ELA Writing Standards** | **Student Learning Targets** |
| **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 2 above.) | * I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience. |
| **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| 1. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and  specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |

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| **ELA Speaking and Listening Standards** | **Student Learning Targets** |
| **SL.8.1:** 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 can communicate and respond to ideas about a variety of topics during discussions. |
| 1. 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. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. | * I can communicate and respond to ideas about a variety of topics during discussions. |

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| **Unit B Plans, Texts, Resources, Links** | | |
| **Unit Plan and Texts:**  [Unit B Plan – *Truth, Chisholm, Williams*](http://odelleducation.com/wp-content/uploads/2012/08/EBC-Unit-Plan-G8.pdf)  [Unit B Texts – *Truth*](http://odelleducation.com/wp-content/uploads/2014/10/EBC-Unit-Text-G08-Truth.pdf)  [Unit B Texts – *Chisholm*](http://odelleducation.com/wp-content/uploads/2014/10/EBC-Unit-Text-G08-Chisholm.pdf)  [Unit B Texts - *Williams*](http://odelleducation.com/wp-content/uploads/2013/06/EBC-Unit-Text-G8-Williams.pdf) | | |
| **Handouts:**  [Unit B – EBC Criteria Checklist I](http://odelleducation.com/wp-content/uploads/2014/01/EBC-Criteria-Checklist-I-G6-8.pdf)  [Unit B – EBC Criteria Checklist II](http://odelleducation.com/wp-content/uploads/2014/01/EBC-Criteria-Checklist-II-G6-8.pdf)  [Unit B – Forming EBC Handout](http://odelleducation.com/wp-content/uploads/2014/01/Forming-EBC-Handout.pdf)  [Unit B – TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf)  [Unit B – Writing EBC Handout – Williams](http://odelleducation.com/wp-content/uploads/2012/08/Writing-EBC-Handout-Williams.pdf)  [Unit B – Evidence-Based Writing Rubric](http://odelleducation.com/wp-content/uploads/2014/01/Evidence-Based-Writing-Rubric.pdf) | **Model Tools:**  [Unit B – Forming EBC Model - Truth](http://odelleducation.com/wp-content/uploads/2012/08/Forming-EBC-Model-Truth.pdf)  [Unit B – Making EBC Models - Truth](http://odelleducation.com/wp-content/uploads/2012/08/Making-EBC-Models-Truth.pdf)  [Unit B – Making EBC Models - Chisholm](http://odelleducation.com/wp-content/uploads/2012/08/Making-EBC-Models-Chisholm.pdf)  [Unit B – Organizing EBC Model - Chisholm](http://odelleducation.com/wp-content/uploads/2012/08/Organizing-EBC-Model-Chisholm.pdf)  [Unit B – Organizing EBC Model - Williams](http://odelleducation.com/wp-content/uploads/2012/08/Organizing-EBC-Model-Williams.pdf)  [Unit B – Written EBC Model – Chisholm](http://odelleducation.com/wp-content/uploads/2012/08/Written-EBC-Model-Chisholm.pdf)  [Unit B – Written EBC Model – Williams](http://odelleducation.com/wp-content/uploads/2012/08/Written-EBC-Model-Williams.pdf) | **Tools:**  [Unit B – Forming EBC](http://odelleducation.com/wp-content/uploads/2012/08/Forming-EBC.pdf)  [Unit B – Making EBC](http://odelleducation.com/wp-content/uploads/2012/08/Making-EBC.pdf)  [Unit B – Organizing EBC (2pts)](http://odelleducation.com/wp-content/uploads/2012/08/Organizing-EBC-2-Pts.pdf)  [Unit B – Organizing EBC (3pts)](http://odelleducation.com/wp-content/uploads/2012/08/Organizing-EBC-3-Pts.pdf)  [Unit B – Written EBC](http://odelleducation.com/wp-content/uploads/2012/08/Written-EBC.pdf) |
| **Additional Links:**  [How to use these materials](http://odelleducation.com/wp-content/uploads/2012/08/How-to-use-these-materials_EBC.pdf)  [Full Unit Link](http://odelleducation.com/making-ebc-lesson/grade-8)  [Download other grade level Making Evidence-Based Units](http://odelleducation.com/making-ebc-lesson) | | |

**For all corrected hyperlinked documents for Unit B, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-b-making-evidence-based-claims.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-b-making-evidence-based-claims.html)**.**

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| Eighth Grade Unit C: **Researching to Deepen Understanding**  *Core Proficiency Skills Unit – duration 4-6 weeks* | | | | | |
| Title of Lesson | Part 1: Focus Skills | Part 2: Focus Skills | Part 3: Focus Skills | Part 4: Focus Skills | Part 5: Focus Skills |
| Human Animal Interaction | Initiating Inquiry | Gathering Information | Deepening Understanding | Finalizing Inquiry | Developing and Communicating an Evidence-Based Perspective |

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| **ELA Reading Informational Text Standards** | **Student Learning Targets** |
| **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * I can identify the difference between what the author states directly and what he/she implies in the text. * I can supply textual evidence to support what the author states directly and what he/she implies. |
| **RI.8.2:** 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 of the text. | * I can find a central idea in a text. * I can explain how supporting ideas develop the central idea. * I can explain how supporting ideas relate to the central idea. * I can summarize a text. * I can provide an objective summary of the text. |
| **RI.8.4:** 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. | * I can identify figurative language in an informational text. * I can identify the connotative meanings of specific words in an informational text. * I can identify the technical meaning of words in an informational text. * I can identify an analogy and explain how it affects the meaning and tone of an informational text. * I can identify an allusion and explain how it affects the meaning and tone of an informational text. |
| **RI.8.6:** 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. | * I can identify an author’s point of view or purpose in a text. * I can identify and explain how the author acknowledges and responds to others' opinions. |
| **RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. | * I can identify several different ways to present information on a topic. * I can evaluate the advantages and disadvantages of presenting information in various formats. |
| **RI.8.9:** 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. | * I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations. |
| **RI.8.10**: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | * I can read and comprehend complex literary nonfiction independently and proficiently. |

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| **ELA Writing Standards** | **Student Learning Targets** |
| **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | * I can write an introduction that presents a topic clearly and previews what is to follow. |
| 1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | * I can organize my paper using a clear introduction. * I can organize and categorize my information. * I can use headings, charts, tables, etc. to add clarification to my paper. |
| 1. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | * I can support my topic using facts, definitions, details, and examples. |
| 1. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | * I can use a variety of appropriate transitions to show connections between ideas and concepts. |
| 1. Use precise language and domain-specific vocabulary to inform about or explain the topic. | * I can use precise language and vocabulary specific to my topic. |
| 1. Establish and maintain a formal style. | * I can write a formal paper. |
| 1. Provide a concluding statement or section that follows from and supports the information or explanation presented. | * I can write a conclusion that supports the information presented in my paper. |
| **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 2 above.) | * I can develop and organize clear and understandable writing which is appropriate for a specific 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. (Editing for conventions should demonstrate command of Language standards 1-3.) | * I can develop and strengthen my writing by planning, revising, editing, and rewriting. * I can write to a specific audience. * I can write for a specific purpose. * I can improve my writing through feedback from other students or my teacher. |
| **W.8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | * I can research several different resources to answer assigned questions or questions that I create. * I can come up with additional questions that relate to the original research and investigate those questions using a variety of resources. * I can narrow or broaden my research when appropriate. * I can combine multiple sources to demonstrate my understanding of the subject. |
| **W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | * I can search specific terms to gather relevant information from many print and digital sources. * I can determine if a source is believable and uses correct information. * I can quote and paraphrase information from sources without plagiarizing others' words and ideas. * I can correctly cite my sources in the text or at the end of my paper. |
| **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| 1. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and  specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| **ELA Speaking and Listening Standards** | **Student Learning Targets** |
| **SL.8.1:** 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 can communicate and respond to ideas about a variety of topics during discussions. |
| 1. 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. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. | * I can communicate and respond to ideas about a variety of topics during discussions. |

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| **Unit C Plans, Texts, Resources, Links** | | | |
| **Unit Plan:**  [Unit C – Research Unit Plan - *Human Animal Interaction*](http://odelleducation.com/wp-content/uploads/2013/09/Research-Unit-Plan-G8.pdf)  [Unit C – Teacher Research Unit Guide](http://odelleducation.com/wp-content/uploads/2013/09/Teacher-Research-Unit-Guide.pdf)  [Unit C – Student Research Plan](http://odelleducation.com/wp-content/uploads/2013/09/Student-Research-Plan.pdf)  [Unit C – Topic Repository - *Human Animal Interaction*](http://odelleducation.com/wp-content/uploads/2015/03/G8-Topic-Repository_Human-Animal-Interaction.pdf) | | | |
| **Handouts:**  [Unit C – Assessing Sources Handout](http://odelleducation.com/wp-content/uploads/2013/09/Assessing-Sources-Handout.pdf)  [Unit C – Connecting Ideas Handout](http://odelleducation.com/wp-content/uploads/2013/09/Connecting-Ideas-Handout.pdf)  [Unit C – Forming EBC Handout](http://odelleducation.com/wp-content/uploads/2013/09/Forming-EBC-Handout.pdf)  [Unit C – Posing Inquiry Questions](http://odelleducation.com/wp-content/uploads/2013/09/Posing-Inquiry-Questions.pdf)  [Unit C – Research Criteria Matrix](http://odelleducation.com/wp-content/uploads/2013/09/Research-Critera-Matrix-G6-12.pdf)  [Unit C – Writing EBC Handout](http://odelleducation.com/wp-content/uploads/2013/09/Writing-EBC-Handout.pdf) | | **Checklists:**  [Unit C – Area Evaluation Checklist](http://odelleducation.com/wp-content/uploads/2013/09/Area-Evaluation-Checklist.pdf)  [Unit C – EBC Criteria Checklist](http://odelleducation.com/wp-content/uploads/2013/09/EBC-Criteria-Checklist.pdf)  [Unit C – Research Evaluation Checklist](http://odelleducation.com/wp-content/uploads/2013/09/Research-Evaluation-Checklist.pdf)  [Unit C – TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf) | |
| **Tools:**  [Unit C – Evidence-Based Perspective](http://odelleducation.com/wp-content/uploads/2013/09/Evidence-Based-Perspective.pdf)  [Unit C – Exploring a Topic](http://odelleducation.com/wp-content/uploads/2013/09/Exploring-a-Topic.pdf)  [Unit C – Exploring a Topic - Annotated](http://odelleducation.com/wp-content/uploads/2013/09/Exploring-a-Topic_Annotated.pdf)  [Unit C – Forming EBC](http://odelleducation.com/wp-content/uploads/2013/09/Forming-EBC.pdf) | [Unit C – Organizing EBC (1pt)](http://odelleducation.com/wp-content/uploads/2013/09/Organizing-EBC-1pt.pdf)  [Unit C – Organizing EBC (2pt)](http://odelleducation.com/wp-content/uploads/2013/09/Organizing-EBC-2pt.pdf)  [Unit C – Organizing EBC (3pt)](http://odelleducation.com/wp-content/uploads/2013/09/Organizing-EBC-3pt.pdf)  [Unit C – Potential Sources](http://odelleducation.com/wp-content/uploads/2013/09/Potential-Sources.pdf)  [Unit C – Potential Sources - Annotated](http://odelleducation.com/wp-content/uploads/2013/09/Potential-Sources_Annotated.pdf) | | [Unit C – Research Evaluation](http://odelleducation.com/wp-content/uploads/2013/09/Research-Evaluation.pdf)  [Unit C – Research Frame](http://odelleducation.com/wp-content/uploads/2013/09/Research-Frame.pdf)  [Unit C – Synthesizing EBC](http://odelleducation.com/wp-content/uploads/2013/09/Synthesizing-EBC.pdf)  [Unit C – Taking Notes](http://odelleducation.com/wp-content/uploads/2013/09/Taking-Notes.pdf)  [Unit C – Taking Notes - Annotated](http://odelleducation.com/wp-content/uploads/2013/09/Taking-Notes_Annotated.pdf) |
| **Additional Links:**  [How to use these materials](http://odelleducation.com/wp-content/uploads/2013/09/HOW-TO-USE-THESE-MATERIALS.pdf)  [Full Unit Link](http://odelleducation.com/literacy-curriculum/research/grade-8)  [Download other grade level Researching to Deepen Understanding Units](http://odelleducation.com/literacy-curriculum/research) | | | |

**For all corrected hyperlinked documents for Unit C, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-c-researching-to-deepen-understanding.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-c-researching-to-deepen-understanding.html)**.**

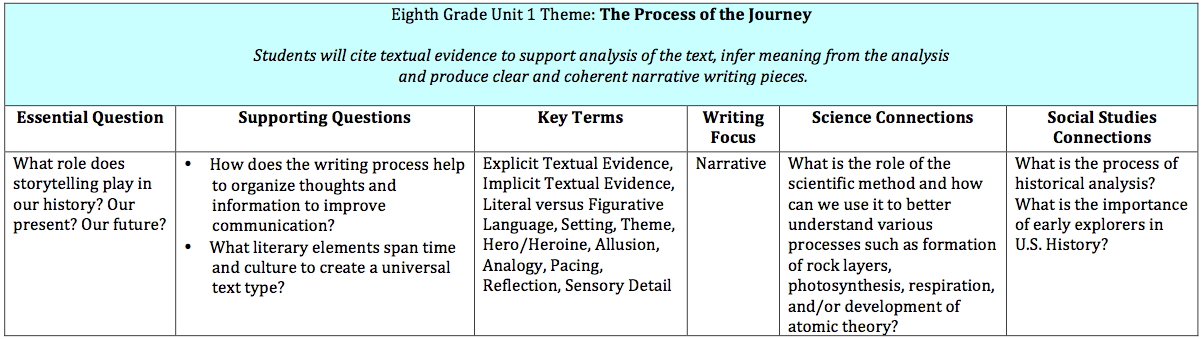
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| Eighth Grade Unit D: **Building Evidence-Based Arguments**  *Core Proficiency Skills Unit – duration 4-6 weeks* | | | | | |
| Title of Lesson | Part 1: Focus Skills | Part 2: Focus Skills | Part 3: Focus Skills | Part 4: Focus Skills | Part 5: Focus Skills |
| E pluribus Unum | Understanding the Nature of an Issue | Analyzing Arguments | Evaluating Arguments and Developing a Position | Organizing an Evidence-Based Argument | Developing and Strengthening Argumentative Writing |

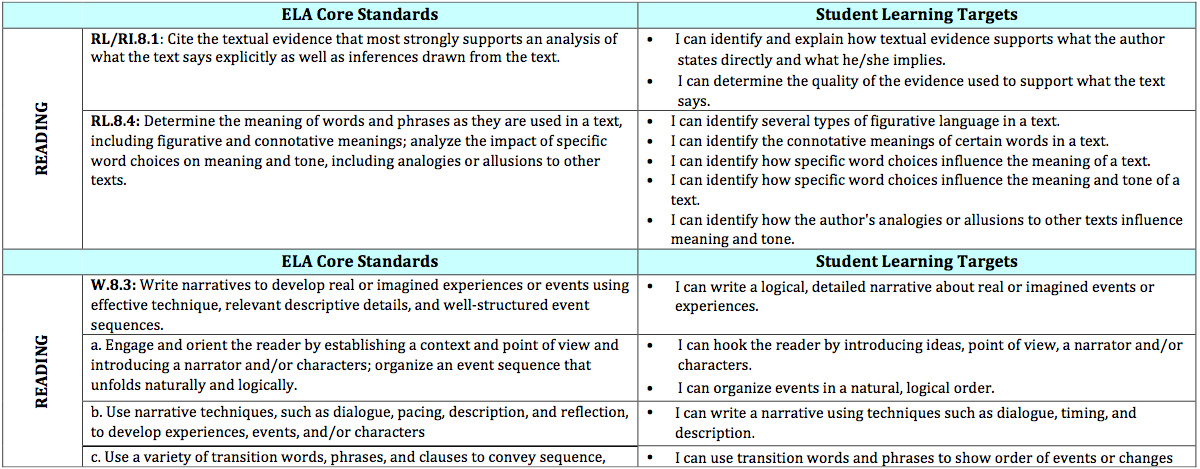
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| **ELA Reading Informational Text Standards** | **Student Learning Targets** |
| **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * I can identify the difference between what the author states directly and what he/she implies in the text. * I can supply textual evidence to support what the author states directly and what he/she implies. |
| **RI.8.2:** 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 of the text. | * I can find a central idea in a text. * I can explain how supporting ideas develop the central idea. * I can explain how supporting ideas relate to the central idea. * I can summarize a text. * I can provide an objective summary of the text. |
| **RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | * I can compare individuals, ideas, or events in a text. * I can contrast individuals, ideas, or events in a text. |
| **RI.8.4:** 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. | * I can identify figurative language in an informational text. * I can identify the connotative meanings of specific words in an informational text. * I can identify the technical meaning of words in an informational text. * I can identify an analogy and explain how it affects the meaning and tone of an informational text. * I can identify an allusion and explain how it affects the meaning and tone of an informational text. |
| **RI.8.6:** 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. | * I can identify an author’s point of view or purpose in a text. * I can identify and explain how the author acknowledges and responds to others' opinions. |
| **RI.8.9:** 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. | * I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations. |

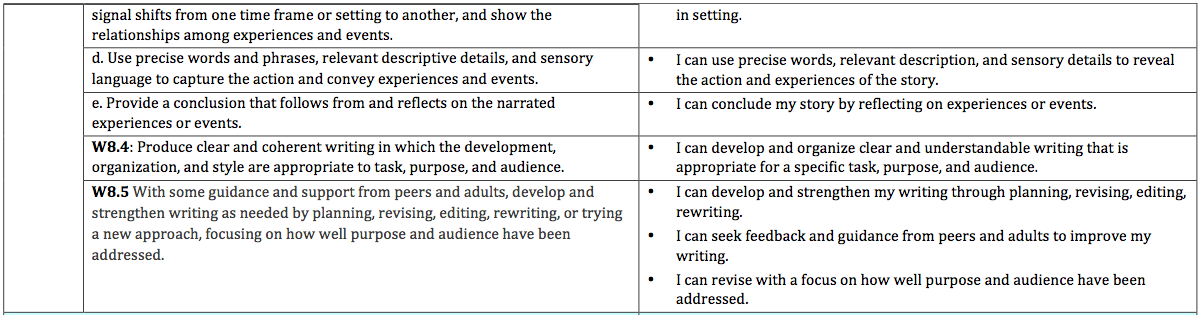
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| **ELA Writing Standards** | **Student Learning Targets** |
| **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence. | * I can write a claim and support it with reasons and evidence. |
| 1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | * I can write a claim(s) and distinguish it from a different or opposing claim. * I can logically organize reasons and evidence that supports a claim(s). |
| 1. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | * I can support my claim(s) by using logical reasons and relevant evidence. * I can support my claim(s) with accurate sources of information. |
| 1. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. | * I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together. |
| 1. Provide a concluding statement or section that follows from and supports the argument presented. | * I can use formal words and language to write about an issue or topic. |
| **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | * I can write an introduction that presents a topic clearly and previews what is to follow. |
| 1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | * I can organize my paper using a clear introduction. * I can organize and categorize my information. * I can use headings, charts, tables, etc. to add clarification to my paper. |
| 1. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | * I can support my topic using facts, definitions, details, and examples. |
| 1. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | * I can use a variety of appropriate transitions to show connections between ideas and concepts. |
| 1. Use precise language and domain-specific vocabulary to inform about or explain the topic. | * I can use precise language and vocabulary specific to my topic. |
| 1. Establish and maintain a formal style. | * I can write a formal paper. |
| 1. Provide a concluding statement or section that follows from and supports the information or explanation presented. | * I can write a conclusion that supports the information presented in my paper. |
| **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 2 above.) | * I can develop and organize clear and understandable writing which is appropriate for a specific 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. (Editing for conventions should demonstrate command of Language standards 1-3.) | * I can develop and strengthen my writing by planning, revising, editing, and rewriting. * I can write to a specific audience. * I can write for a specific purpose. * I can improve my writing through feedback from other students or my teacher. |
| **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| 1. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and  specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| **ELA Speaking and Listening Standards** | **Student Learning Targets** |
| **SL.8.1:** 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 can communicate and respond to ideas about a variety of topics during discussions. |
| 1. 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. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. | * I can communicate and respond to ideas about a variety of topics during discussions. |

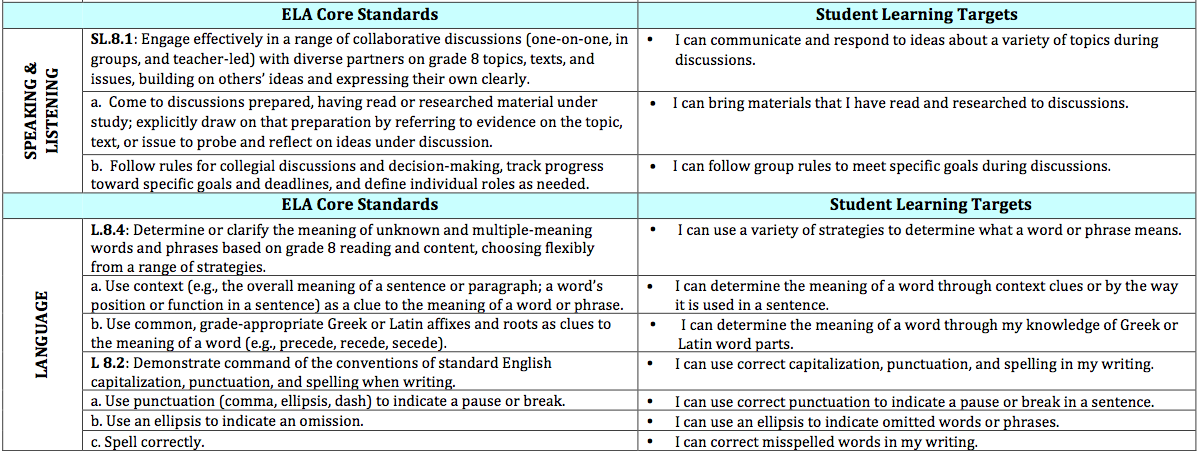
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| **Unit D Plans, Texts, Resources, Links** | |
| **Unit Plan and Texts:**  [Unit D – Argumentation - *E pluribus Unum*](http://odelleducation.com/wp-content/uploads/2014/01/Argumentation-Unit-Plan-G8.pdf)  [Unit D – Argumentation Text Sets](http://odelleducation.com/wp-content/uploads/2014/01/Argumentation-Text-Sets-G8.pdf) | |
| **Tools:**  [Unit D – Delineating Arguments Tool – 3C](http://odelleducation.com/wp-content/uploads/2014/01/Delineating-Arguments-Tool-3C.pdf)  [Unit D – Delineating Arguments Tool – 4C](http://odelleducation.com/wp-content/uploads/2014/01/Delineating-Arguments-Tool-4C.pdf)  [Unit D – Forming EBC Tool](http://odelleducation.com/wp-content/uploads/2014/01/Forming-EBC-Tool.pdf) | **Model Arguments:**  [Unit D – Model Argument – Baseball Sharks](http://odelleducation.com/wp-content/uploads/2014/01/Model-Argument_Baseball-Sharks.pdf)  [Unit D – Model Argument – Course Scheduling](http://odelleducation.com/wp-content/uploads/2014/01/Model-Argument_Course-Scheduling.pdf)  [Unit D – Model Argument – Facebook](http://odelleducation.com/wp-content/uploads/2014/01/Model-Argument_Facebook.pdf)  [Unit D – Model Argument – School Conflict](http://odelleducation.com/wp-content/uploads/2014/01/Model-Argument_School-Conflict.pdf)  [Unit D – Model Argument – Twitter](http://odelleducation.com/wp-content/uploads/2014/01/Model-Argument_Twitter.pdf) |
| **Handouts:**  [Unit D – Connecting Ideas Handout](http://odelleducation.com/wp-content/uploads/2013/09/Connecting-Ideas-Handout.pdf)  [Unit D – EBA Terms](http://odelleducation.com/wp-content/uploads/2014/01/EBA-Terms1.pdf)  [Unit D – Evidence-Based Writing Rubric](http://odelleducation.com/wp-content/uploads/2014/01/Evidence-Based-Writing-Rubric.pdf)  [Unit D – Guiding Questions Handout](http://odelleducation.com/wp-content/uploads/2013/04/Guiding-Questions-Handout.pdf) | **Checklists:**  [Unit D – EBA Criteria Checklist](http://odelleducation.com/wp-content/uploads/2014/01/EBA-Criteria-Checklist1.pdf)  [Unit D – TCD Checklist](http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf) |
| **Additional Links:**  [Full Unit Link](http://odelleducation.com/literacy-curriculum/argumentation/grade-8)  [Download other grade level Building Evidence-Based Arguments Units](http://odelleducation.com/literacy-curriculum/argumentation) | |

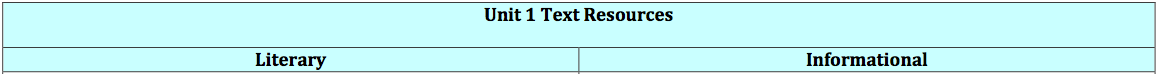
**For all corrected hyperlinked documents for Unit D, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-d-building-evidence-based-arguments.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-d-building-evidence-based-arguments.html)**.**











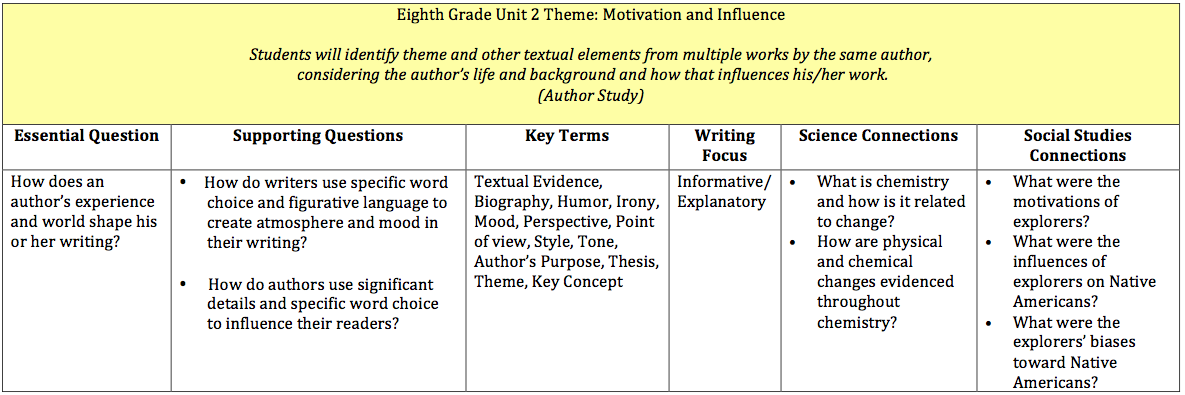
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| **Novels:**  *The Wee Free Men,* Terry Pratchett (L 680)\*  *Lightning Thief,* Rick Riordan (L 740)\*  *Knucklehead,* Jon Scieszka (L 750)\*  *Homeless Bird,* Gloria Whelan (L 800)\*  *Walk Two Moons,* Sharon Creech (L 710)\*  *The Adventures of Tom Sawyer,* Mark Twain (L 850)*\**  *The Dark Is Rising,* Susan Cooper (L 920)\*  *Hitchhiker’s Guide to the Galaxy,* Douglas Adams (L 1000)\*  *Hobbit*, J.R.R. Tolkien (L 1000)\*  *Around the World in Eighty Days,* Jules Verne (L 1070)  *Candide,* Voltaire (L 1110)  *Call of the Wind,* Jack London (L 1120)  *Bloody Jack*, L.A. Meyer (L 1120)  *Sword in the Stone,* T.H. White (L 1120)  *Born Free*, Joy Adamson (L 1180)  *Swiss Family Robinson*, Johann Wyss (L 1260)  *Story of King Arthur and His Knights*, Howard Pyle (L 1430)  **Short Stories/Poems:**  [*The Road Not Taken*](http://www.poetryfoundation.org/poem/173536)*,* Robert Frost  [*Nothing Gold Can Stay*](http://www.poets.org/poetsorg/poem/nothing-gold-can-stay)*,* Robert Frost  *Guys Write for Guys Read* (L 820)\*--Compilation of Short Stories  CAUTION - \* Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level. | [Excerpts from, The Writer’s Journey, Christopher Vogler](http://bornagaintechnologies.org/ohs/moodledata/8/Summary_of_Hero_s_Journey.pdf)  Homeless Bird Informational Texts:   * [*India's Pink Vigilante Women,* BBC News](http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/2/hi/south_asia/7068875.stm) (L 890)\* * [*Girl Power Surges in India,* EurekAlert!](http://www.eurekalert.org/pub_releases/2012-01/nu-gps011112.php) (L 1850)   Journey--General Informational Texts:   * [*Some Like It Very Hot* (Article about exploring life in extreme environments), MoreIntelligentLife.com](http://moreintelligentlife.com/content/ideas/some-it-very-hot?page=full) (L 1440) * [*Rocket Plunge to Deep End of the Planet,* James Cameron](http://www.nytimes.com/2012/03/20/science/earth/james-camerons-rocket-plunge-to-the-planets-deepest-recess.html) (L 1110) * *The Perfect Storm: A True Story of Men against the Sea*, Sebastian Junger (L 1140) * *Into Thin Air*, Jon Krakauer (L 1320)   Additional Informational Text Sites:  [*Article of the Week*](http://www.kellygallagher.org/article-of-the-week)*,* KellyGallagher.org*\**  [*Smithsonian TweenTribute*](http://tweentribune.com), search by topic and Lexile levels |

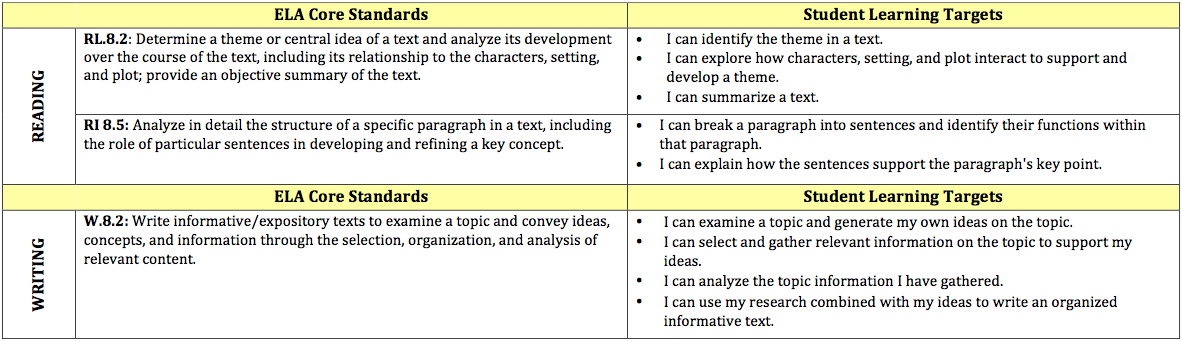
**For all corrected hyperlinked documents for Unit 1, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-1-the-process-of-the-journey.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-1-the-process-of-the-journey.html)**.**

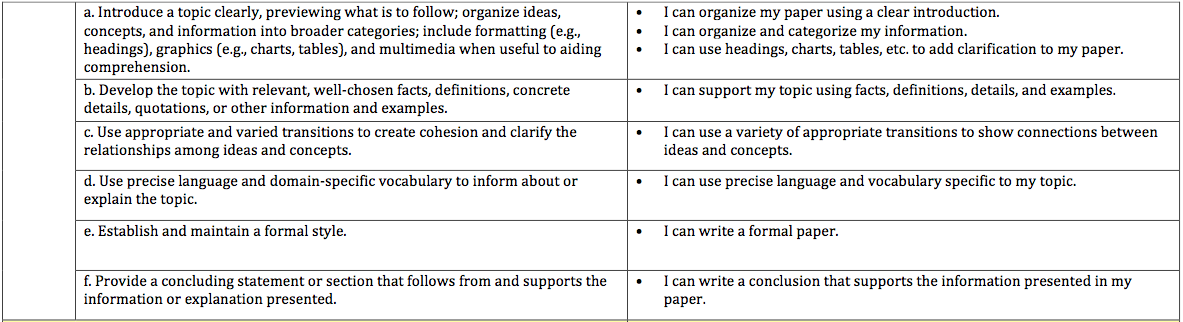


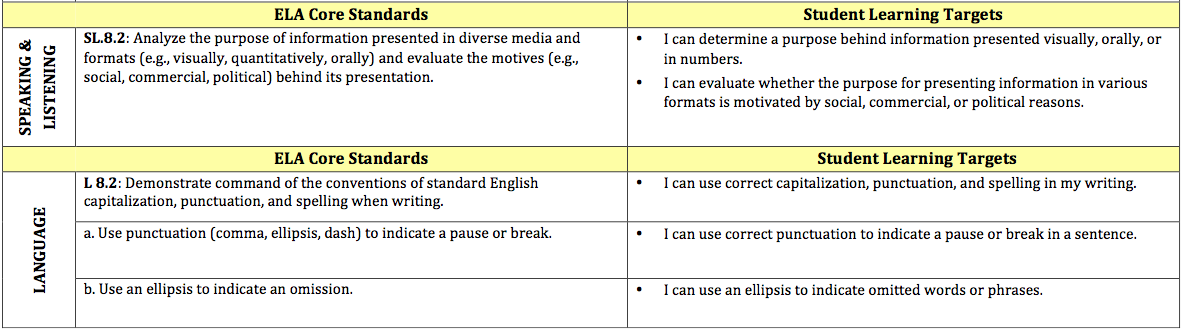
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| Recommended activities and Lessons:   * [Close Reading in Literature](http://web.cn.edu/kwheeler/reading_lit.html) * [Common Core Explicit vs. Implicit Lesson](http://catlintucker.com/2014/08/common-core-explicit-vs-implicit-information/) * [Literal vs. Figurative Language Comparison Chart](http://www.readwritethink.org/files/resources/lesson-docs/LiteralFigurativeHandout.pdf) * [*Allusion*](http://www.softschools.com/examples/grammar/allusion_examples/115/) – defined and examples * [*Sensory Details*](http://betterlesson.com/lesson/630030/sensory-details) – narrative lesson with PPT * [Hero’s Journey Lesson Plan](http://www.elacommoncorelessonplans.com/lesson-of-the-day-the-heros-journey.html) * [Hero’s Journey](http://www.readwritethink.org/files/resources/interactives/herosjourney/) – online activity – create narrative * [*The Road Not Taken*](http://edsitement.neh.gov/lesson-plan/poems-tell-story-narrative-and-persona-poetry-robert-frost#sect-introduction), Lesson Plan * [*Call of the Wild*](http://edsitement.neh.gov/lesson-plan/jack-londons-call-wild-nature-faker#sect-introduction)*,* Lesson Plan * [*Homeless Bird*](http://www.scholastic.com/teachers/lesson-plan/homeless-bird), Lesson Plan – option 1 * [*Homeless Bird*](https://sites.google.com/site/languageartsmsk/thematic-units/imagine-india/homeless-bird-path-1)*,* Lesson Plan – option 2 * [*Homeless Bird*](https://middleschooltech.wikispaces.com/file/detail/Homeless%20Bird%20WebQuest.docx) – Webquest * [*Contrasting Visions of Womanhood and the Future*](http://www.pbs.org/pov/worldbeforeher/lesson_plan.php) – Lesson * [*Tales of King Arthur*](http://edsitement.neh.gov/lesson-plan/tales-king-arthur) – Lesson * [*Into Thin Air*](http://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/10th%20Grade%20ELA%20Unit%203%209.23.13.pdf) - Unit * [*Into Thin Air*](http://kbsgk12project.kbs.msu.edu/wp-content/uploads/2013/08/8th-grade-lesson-plan.pdf) – Science Project * [*The Perfect Storm: A True Story of Men against the Sea*](http://languageartsreading.dadeschools.net/pdf/SecondaryDocuments/THE%20PERFECT%20STORM-TeacherResources.pdf) – Lesson * [Video Lessons](http://www.learningfarm.com/contentTree.cfm?contentID=70&D=1&randID=0.3882666209246963&CFID=2178379&CFTOKEN=48b5bfe360947e0e-970C0C82-98E2-99E2-F3E54BCBA41CFF0D) – skill based * [Socratic Seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) – samples and “how to” * [*Articles of the Week*](http://vms.vale.k12.or.us/articles-week) – Weekly homework assignment with rubrics, etc.   Grammar skill options:   * [*Mountain Language*](http://www.mtmath.com/pro/#.VaWf-aY0cT8) – Grammar program purchased by district * [*Daily Grammar Practice*](https://www.dgppublishing.com/grammar.php) – APEX required grammar program * [*Daily Oral Language*](https://sites.google.com/a/bay.k12.fl.us/language-arts-mullins/handouts) – Weekly grammar correction handouts   Vocabulary skill options:   * [*Vocabulary Games*](http://www.vocabulary.co.il/eighth-grade-vocabulary-games/) * [*Interactive Word Lists*](http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlistVocabularyEighthGrade.shtml) * [*Vocabulary.com*](http://www.vocabulary.com/lists/40181#view=notes) * [*Flocabulary.com*](https://www.flocabulary.com/8th-grade-vocabulary-word-list/) * *Word within the Word*  - APEX required vocabulary program |

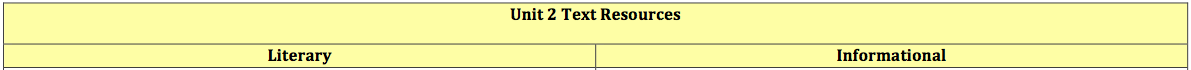
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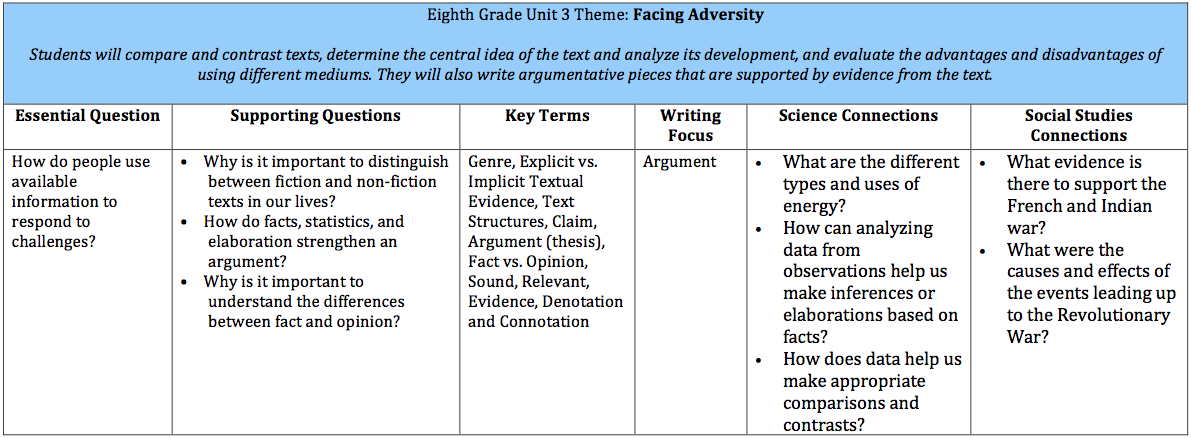
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| **Novels:**  *A Long Way From Chicago*, Richard Peck (L750)\*  *The Witch of Blackbird Pond,* Elizabeth George Speare (L 850)\*  *Fahrenheit 451,* Ray Bradbury (L 890)\*  *Woman Hollering Creek*, Sandra Cisneros (L 960)\*  *The Adventures of Huckleberry Finn*, Mark Twain (L 990)\*  *Out of the Dust*, Karen Hesse (L 1040)  *Ethan Frome*, Edith Warton (L 1160)  *Harry Potter Series*, J.K. Rowling (L 880-1030)\*  *Fantastic Beasts and Where to Find Them*, Newt Scamander (J.K. Rowling) (L1230)  *Stories for Young People: Edgar Allan Poe*, annotations by Andrew Delbanco (L 1260)  **Short Stories/Poems:**  *All Summer in a Day*, Ray Bradbury (L 840)\*  [*The Monkey’s Paw*, W.W. Jacobs](http://americanliterature.com/author/w-w-jacobs/short-story/the-monkeys-paw) (L 1150)  *The Tell Tale Heart and Other Writings*, Edgar Allan Poe (L 1350)  CAUTION - \* Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level. | [*Knowing Poe*](http://knowingpoe.thinkport.org/default_flash.asp)(Website with Primary Source Documents), Thinkport  [*The Great Depression*](http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-great-depression/)--Background, PBS *Surviving Dust Bowl* (L 1290)  [*Edith Wharton*](https://en.wikipedia.org/wiki/Edith_Wharton)on Wikipedia (L 1460)  [*Edith Wharton Society*](https://edithwhartonsociety.wordpress.com)*,* wordpress (L 1400)  [*JK Rowling*](https://en.wikipedia.org/wiki/J._K._Rowling)on Wikipedia (L 1320)  *JK Rowling: The Wizard Behind Harry Potter,* Marc Shapiro unofficial biography (L 1060)  *The Ivory Tower and Harry Potter,* Lana Whited  (analysis of elements of novels)  *Mark Twain (Just the Facts Biographies),* Susan Bivin Aller (L1040)  [*Ray Bradbury*](https://en.wikipedia.org/wiki/Ray_Bradbury) on Wikipedia (L 1300) |

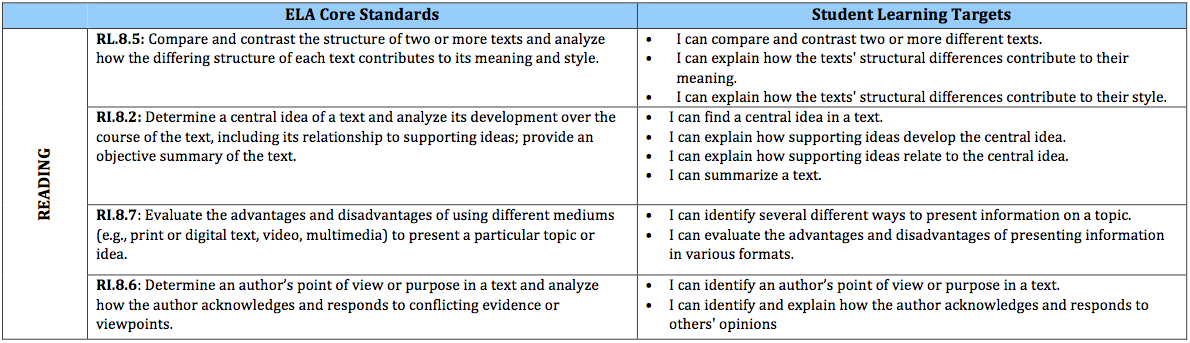
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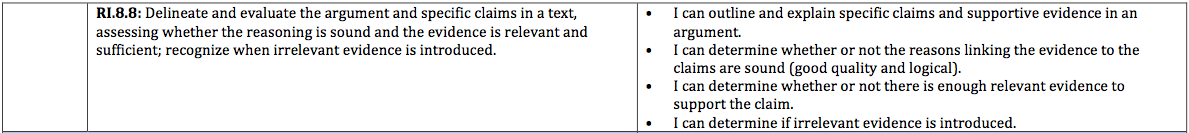


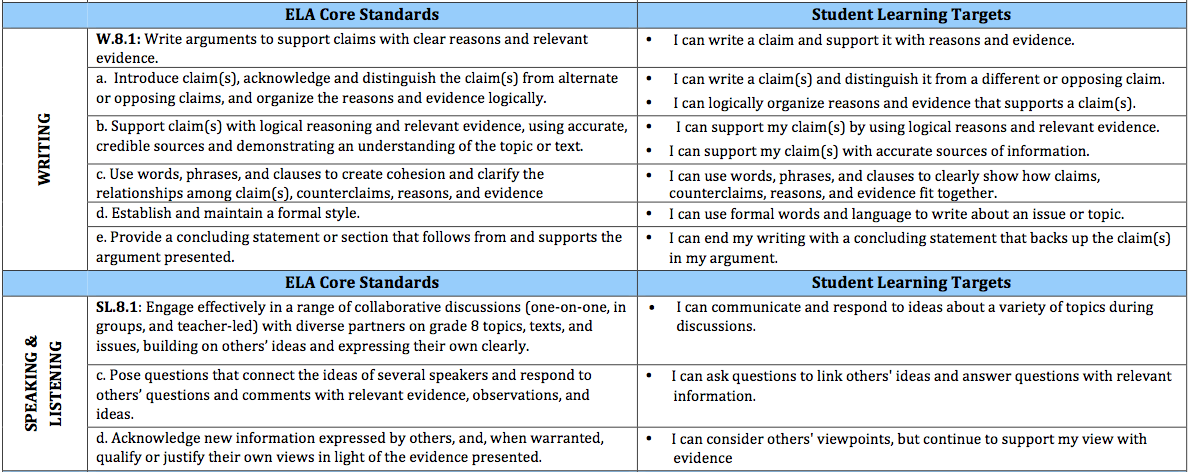
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| Recommended activities and Lessons:   * [Textual Evidence](http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf), mini-lesson * [Humor/point of view Lesson](http://betterlesson.com/lesson/598640/the-tell-tale-heart) (Poe) * [Author’s purpose](https://learnzillion.com/lessons/1775-determine-the-authors-purpose-in-an-informational-text#fndtn-teacher-login), Lessons * [How to Write a Thesis](http://www.brighthubeducation.com/high-school-english-lessons/20762-thesis-statement-lesson-plan/) * [Informational Essay](https://www.engageny.org/file/42946/download/8m3a.2l15.pdf?token=HvfOMvkJ5d3Y2720hAy2ogqBMJONWhnycNnKZRX_yx8) – planning Lesson * [*Ethan Frome*](http://edsitement.neh.gov/lesson-plan/personal-or-social-tragedy-close-reading-edith-whartons-ethan-frome)*,* Close Read Lesson * [*A Long Way from Chicago*](https://www.novelstudies.org/downloads/A_Long_Way_From_Chicago_Novel_Study_Preview.pdf), Novel Study * [*The Witch of Blackbird Pond*](pirate.shu.edu/~devlinrb/Witch%20of%20Blackbird%20Pond.doc), option 1 Lesson * [*The Witch of Blackbird Pond*](nhcaig.wikispaces.com/file/view/TWOBPUnit%5B1%5D.docx), option 2 Lesson * [*Edgar Allan Poe*](http://lrs.ed.uiuc.edu/students/tjelmela/poeunit2.htm), unit * [*The Monkey’s Paw*](achievethecore.org/file/2044), Lesson Plan * [*Out of the Dust*](https://www.teacherspayteachers.com/Product/Out-of-the-Dust-Complete-Unit-Common-Core-Aligned-24742), Unit * [*The Dust Bowl Days*](http://edsitement.neh.gov/lesson-plan/dust-bowl-days) – Unit * [*Mark Twain*](https://www.marktwainmuseum.org/index.php/education/for-teachers/lesson-plans) – Lesson plans * [*Biography Activities*](http://www.whowasbookseries.com/wp-content/uploads/2014/06/WhoWasLessonPlansWriters.pdf) – focus for writers * [*Author Study Project Ideas*](http://www.edutopia.org/blog/projects-engage-middle-school-readers-beth-holland) * [*Author Study Unit – Ray Bradbury*](http://www.sccresa.org/downloads/writewell_gr8/grade_8_unit_of_study_3_20140724_110730_3.pdf)(includes text links) * [Video Lessons](http://www.learningfarm.com/contentTree.cfm?contentID=70&D=1&randID=0.3882666209246963&CFID=2178379&CFTOKEN=48b5bfe360947e0e-970C0C82-98E2-99E2-F3E54BCBA41CFF0D) – skill based * [Socratic Seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) – samples and “how to” * [*Articles of the Week*](http://vms.vale.k12.or.us/articles-week) – Weekly homework assignment with rubrics, etc.   Grammar skill options:   * [*Mountain Language*](http://www.mtmath.com/pro/#.VaWf-aY0cT8) – Grammar program purchased by district * [*Daily Grammar Practice*](https://www.dgppublishing.com/grammar.php) – APEX required grammar program * [*Daily Oral Language*](https://sites.google.com/a/bay.k12.fl.us/language-arts-mullins/handouts) – Weekly grammar correction handouts   Vocabulary skill options:   * [*Vocabulary Games*](http://www.vocabulary.co.il/eighth-grade-vocabulary-games/) * [*Interactive Word Lists*](http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlistVocabularyEighthGrade.shtml) * [*Vocabulary.com*](http://www.vocabulary.com/lists/40181#view=notes) * [*Flocabulary.com*](https://www.flocabulary.com/8th-grade-vocabulary-word-list/) * *Word within the Word*  - APEX required vocabulary program |

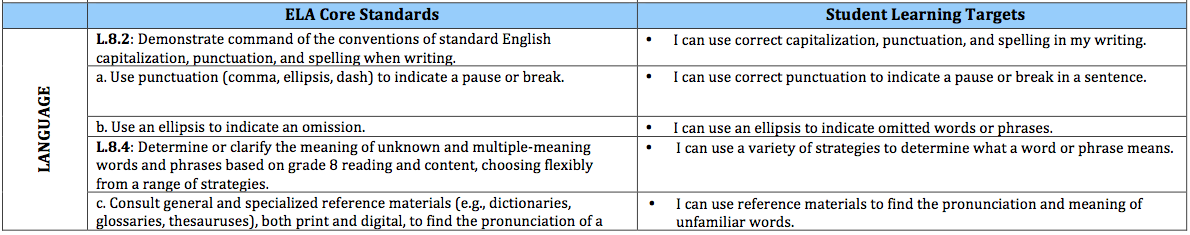
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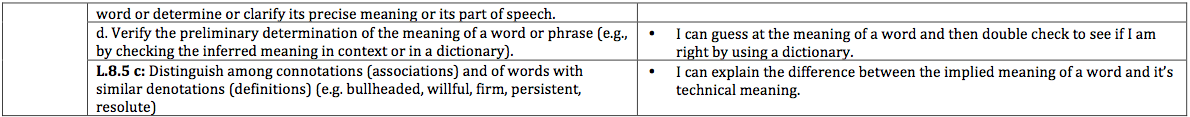


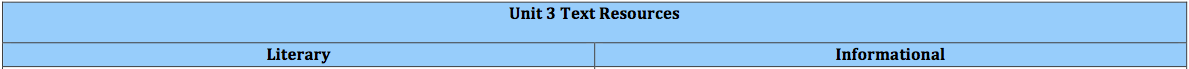












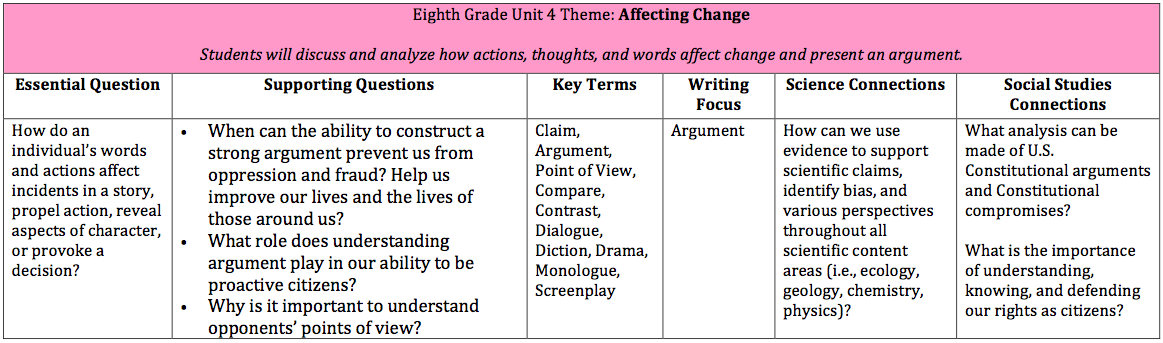
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| **Novels:**  *Monster,* Walter Dean Myers (L 670)\*  *Unwind*, Neal Shusterman (L 740)\*  *Chasing Lincoln’s Killer,* James Swanson (L 980)\*  *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* (L 1000)\*  *The Pearl,* John Steinbeck (L 1010)  *Johnny Tremain*, Esther Forbes (L 1040)  *Miracle on 34th Street* (film)  *I Know Why the Caged Bird Sings,* Maya Angelou (L 1070)  *Lincoln: A Photobiography,* Russell Freedman (L 1110)  *Let’s Pretend This Never Happened,* Jim Benton (L 1120)  *When Will This Cruel War Be Over?: The Civil War Diary of Emma Simpson,* Barry Denenberg (L 1140)  *Winterdance,* Gary Paulsen (L 1140)  *Into the Wild,* John Krakauer (L 1270)  *Little Women*, Louisa May Alcott (L 1300)  **Short Stories/Poems:**  [*Paul Revere's Ride*](http://poetry.eserver.org/paul-revere.html), Henry Wadsworth Longfellow (L 800)\*  [*To Build a Fire*](http://americanenglish.state.gov/files/ae/resource_files/to-build-a-fire.pdf)*,* Jack London (L 1060)  [*All Summer in a Day*](http://www.btboces.org/Downloads/6_All%20Summer%20in%20a%20Day%20by%20Ray%20Bradbury.pdf)*,* Ray Bradbury (L 1150)  CAUTION - \* Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level. | [*Bringing It All Back Home*](http://www.washingtonmonthly.com/features/2010/1011.clark.html)***-*** *America’s dependency on oil is a big problem,* (L 1460)  [*On the Road to Green Energy for All*](http://www.ipsnews.net/2011/06/on-the-road-to-green-energy-for-all/)***-*** *bringing electricity to everyone on earth,* (L 1450)  [T*he Green Devolution*](http://briarpatchmagazine.com/articles/view/the-green-devolution-food-energy-the-fate-of-industrial-agriculture) *- why fossil fuel energy is essential for agriculture,* (L 1120)  [*Studies probe the ecology of bullying*](http://www.edweek.org/ew/articles/2010/05/19/32bully_ep.h29.html) (L 1460)  [*Best practices for preventing or reducing bullying in schools*,](http://www.centerforviolenceprevention.org/LinkClick.aspx?fileticket=EJcJSOFRmrY%3D)(L 1020)  [*Turning Bullies into Buddies*](http://go.galegroup.com/ps/retrieve.do?sgHitCountType=None&sort=DA-SORT&docType=Article&prodId=GRGM&tabID=T003&searchId=R1&resultListType=RESULT_LIST&searchType=AdvancedSearchForm&contentSegment=&currentPosition=1&searchResultsType=SingleTab&inPS=true&userGroupName=tel_p_germantown&docId=GALE%7CA154693659&contentSet=GALE%7CA154693659), GALE (L 920)\*  [*The Phenomenon Known as Bullicide*](http://go.galegroup.com/ps/retrieve.do?sgHitCountType=None&sort=DA-SORT&docType=Article&prodId=GRGM&tabID=T002&searchId=R2&resultListType=RESULT_LIST&searchType=BasicSearchForm&contentSegment=&currentPosition=1&searchResultsType=SingleTab&inPS=true&userGroupName=tel_p_germantown&docId=GALE%7CA256456699&contentSet=GALE%7CA256456699)*,* GALE (960)\*  [*Bullying is Common and Subtle*](http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Bullying-Is-Common%E2%80%94And-Subtle.aspx)(L 1240)  [*Genetic Engineering*](http://www.worldbookonline.com/pl/infofinder/article?id=ar220270&st=genetic+engineering+information)*, World Book Online Info Finder* (L 1170)  [*Human Genome Project*](http://www.worldbookonline.com/pl/infofinder/article?id=ar266465&st=the+human+genome+project)*, World Book Online Info Finder* (L 1080)  [*The New Eugenics*](http://www.ulm.edu/~palmer/NewEugenics.htm)(L 1120)  *Maya Angelou (Just the Facts Biographies),* L. Patricia Kite (L 1060)  *The American Revolutionaries: A History in Their Own Words 1750-1800,* Milton Meltzer (L 1120)  [*Preamble to the United States Constitution*](http://www.heritage.org/constitution#!/articles/0/essays/1/preamble) *(1787)*  [*First Amendment to the United States Constitution*](http://www.heritage.org/constitution#!/amendments/1) *(1791)* |

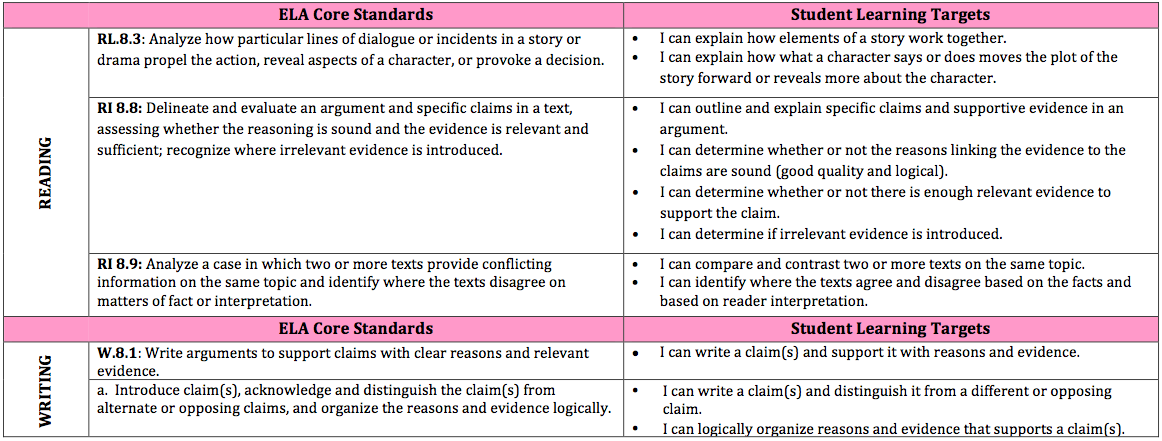
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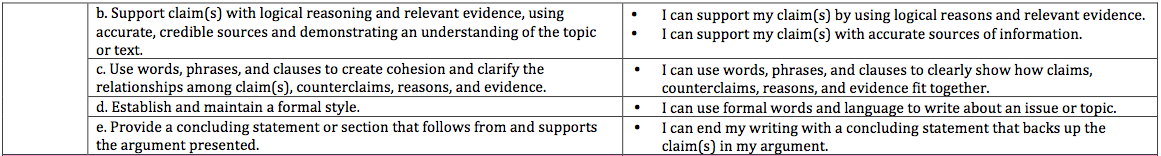


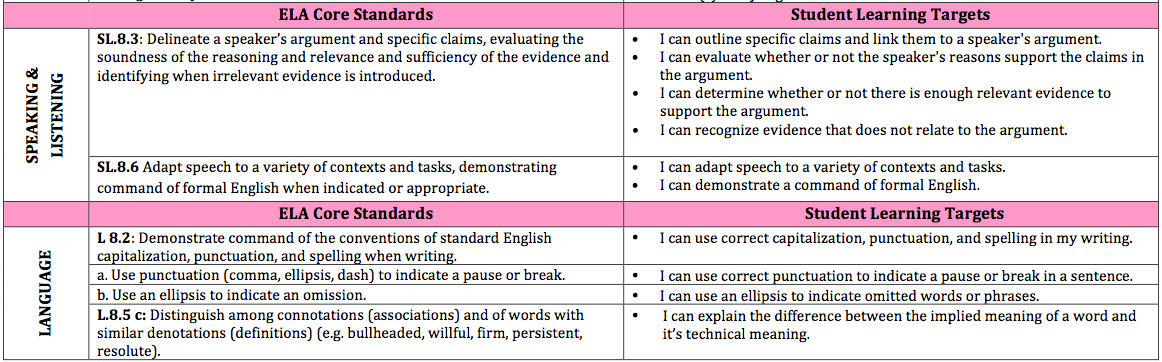
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| Recommended activities and Lessons:   * [*Into the Wild*](http://www.randomhouse.com/catalog/teachers_guides/9780385486804.pdf)– Lesson * [*Into the Wild* and *To Build a Fire*](http://www.teachwithmovies.org/guides/into-the-wild.html) – Lesson * [*All Summer in a Day*](http://shortstoryunitplan.wikispaces.com/Ms.+Cwikla+Lesson+Plan) – Lesson * [*The Pearl*](http://www.intel.com/content/www/us/en/education/k12/project-design/unit-plans/the-pearl.html) – Lesson option #1 * [*The Pearl*](http://alex.state.al.us/lesson_view.php?id=8104) – Lesson option #2 * [*Learning with Lincoln*](http://www.citrus.k12.fl.us/staffdev/Social%20Studies/PDF/Lincoln_Study_Guide_8th.pdf) – Unit * [*Goodbye Bully Machine*](http://www.schoolcounselingbyheart.com/2013/02/19/goodbye-bully-machine-hello-integrated-learning/) – Culminating Lessons * [*First Amendment*](http://www.courts.ca.gov/17465.htm) – Lesson * [*Genetic Engineering*](http://www.iptv.org/exploremore/ge/teacher_resources/webquests.cfm) – WebQuest * [*I Know Why the Caged Bird Sings*](http://urbandreams.ousd.k12.ca.us/lessonplans/angelou/) – Unit * [*I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*](http://media.hdp.hbgusa.com/titles/assets/reading_group_guide/9780316327930/EG_9780316327930.pdf) – Group Lesson * [*The Preamble*](http://www.commoncoreworks.org/cms/lib/DC00001581/Centricity/Domain/113/Middle%20School%20Exemplar%20Words%20We%20Live%20By.pdf) – Close Read Lesson * [Video Lessons](http://www.learningfarm.com/contentTree.cfm?contentID=70&D=1&randID=0.3882666209246963&CFID=2178379&CFTOKEN=48b5bfe360947e0e-970C0C82-98E2-99E2-F3E54BCBA41CFF0D) – skill based * [Socratic Seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) – samples and “how to” * [*Articles of the Week*](http://vms.vale.k12.or.us/articles-week) – Weekly homework assignment with rubrics, etc.   Grammar skill options:   * [*Mountain Language*](http://www.mtmath.com/pro/#.VaWf-aY0cT8) – Grammar program purchased by district * [*Daily Grammar Practice*](https://www.dgppublishing.com/grammar.php) – APEX required grammar program * [*Daily Oral Language*](https://sites.google.com/a/bay.k12.fl.us/language-arts-mullins/handouts) – Weekly grammar correction handouts   Vocabulary skill options:   * [*Vocabulary Games*](http://www.vocabulary.co.il/eighth-grade-vocabulary-games/) * [*Interactive Word Lists*](http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlistVocabularyEighthGrade.shtml) * [*Vocabulary.com*](http://www.vocabulary.com/lists/40181#view=notes) * [*Flocabulary.com*](https://www.flocabulary.com/8th-grade-vocabulary-word-list/) * *Word within the Word*  - APEX required vocabulary program |

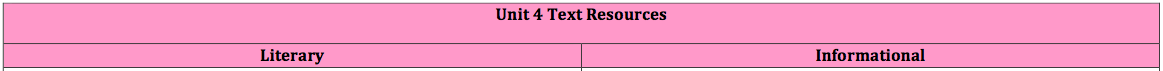
**For all corrected hyperlinked documents for Unit 3, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-3-facing-adversity.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-3-facing-adversity.html)**.**











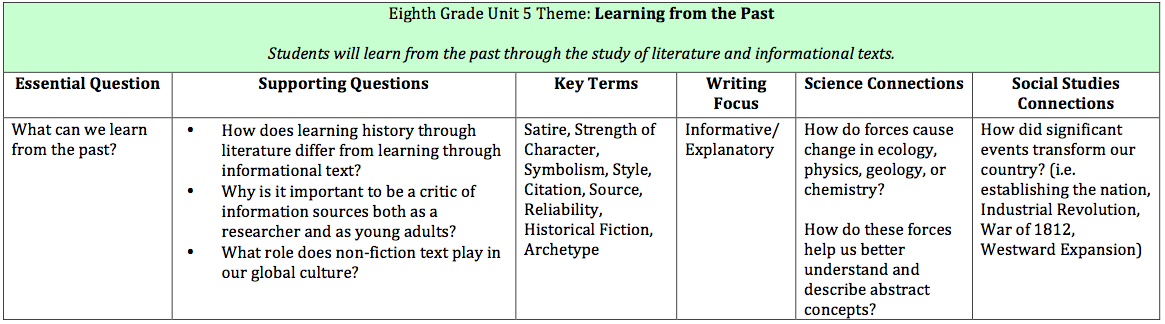
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| **Novels:**  *Night*, Elie Wiesel (L 590)\*  *Flipped,* Wendalin Van Draanan (L 720)\*  *Among the Hidden*, Margaret Peterson Haddix (L 800)\*  *Black Beauty,* Anna Sewell (L 1010)  *The Diary of Anne Frank*, Goodrich and Hackett (L 1080)  *The Diary of a Young Girl,* Anne Frank (L 1080)  Excerpts from *1984*, George Orwell (L 1090)  *Midwife’s Apprentice*, Karen Cushman (L 1240)  Excerpts from *Much Ado About Nothing*, William Shakespeare (L 1260)  Excerpts from *A Midsummer Night’s Dream*, William Shakespeare (L 1350)  *Mr. Smith Goes to Washington* directed by Frank Capra (Columbia Pictures)  *Sorry, Wrong Number* (Radio Play), Lucille Fletcher  *The Hitchhiker* (Radio Play), Lucille Fletcher  **Short Stories/Poems:**  [*The Swastika in My Binder Feature Story*](http://www.jewishjournal.com/articles/item/the_swastika_in_my_binder_20051202)*,* Elizabeth Chase (L 620)\*  [*The Story of an Eye Witness*](http://london.sonoma.edu/writings/Journalism/sfearthquake.html)(Feature Story), Jack London (L980)\*  CAUTION - \* Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level. | [Yad Vashem](http://www.yadvashem.org/#!prettyPhoto), World Center for Holocaust Research, Documentation, Education and Commemoration  [*Basic Screenwriting*](http://www.screenwriting.info), Screenwriting.info (L 1450)  [*Jazz: Dedicated to Chaos*](https://www.youtube.com/watch?v=GVopZkRLGFw), media  *Anne Frank: Beyond the Diary: A Photographic Remembrance,* Ruud van der Rol and Rian Verhoeven (L 1030)  *The Journal of Scott Pendleton Collins: A World War II Soldier, Normandy,* *France, 1944,* Walter Dean Myers (L 810)\*  *Never to Forget: The Jews of the Holocaust,* Milton Meltzer (L 1120)  *Six Million Paper Clips: The Making of a Children’s Holocaust Memorial,* Peter W. Schroeder and Dagmar Schroeder-Hildebrand (L 870)\*  [*Paper Clips*](https://www.ovguide.com/paper-clips-9202a8c04000641f80000000177eb141) *(*HBO documentary, 2004)  *The Play's the Thing: A Story About William Shakespeare,* Ruth Turk (L 1060)  [*The Mysteries of Love and Eloquence (For A Midsummer Night’s Dream),*](http://old.folger.edu/eduPrimSrcDtl.cfm?psid=71)Folger Library  [*The Folger Shakespeare Library*](http://www.folger.edu)  [*Drama (Background, Structure),*](http://www.worldbookonline.com/advanced/article?id=ar166220&st=drama#tab=homepage) *World Book Online Advanced (L 1120)*  [*Checkers Speech* by Richard Nixon](https://www.youtube.com/watch?v=EqjwBDH-vhY)*, media*  [*Checkers Speech*](http://nixonfoundation.org/2012/09/checkers-at-60/)by Richard Nixon *(L 1160)* |

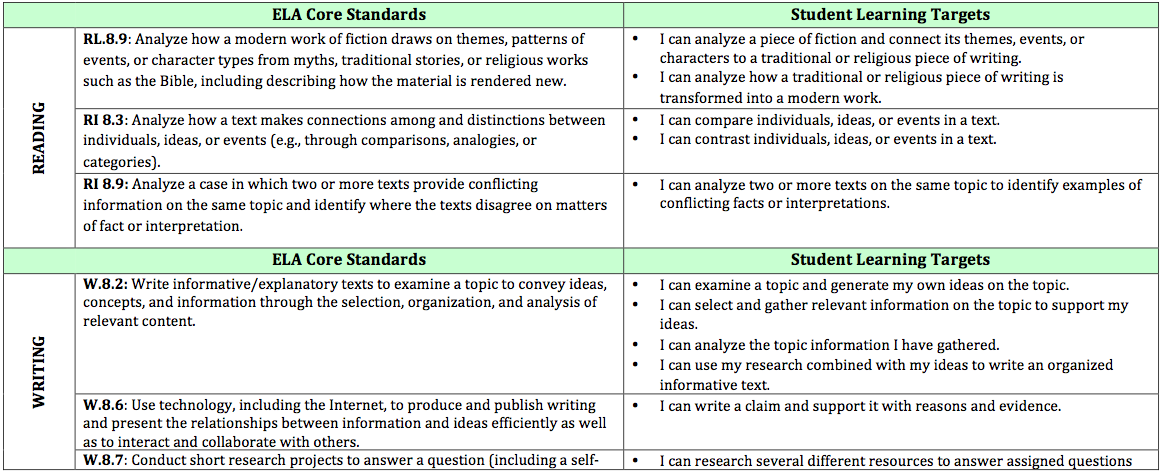
**For all corrected hyperlinked documents for Unit 4, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-4-affecting-change.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-4-affecting-change.html)**.**

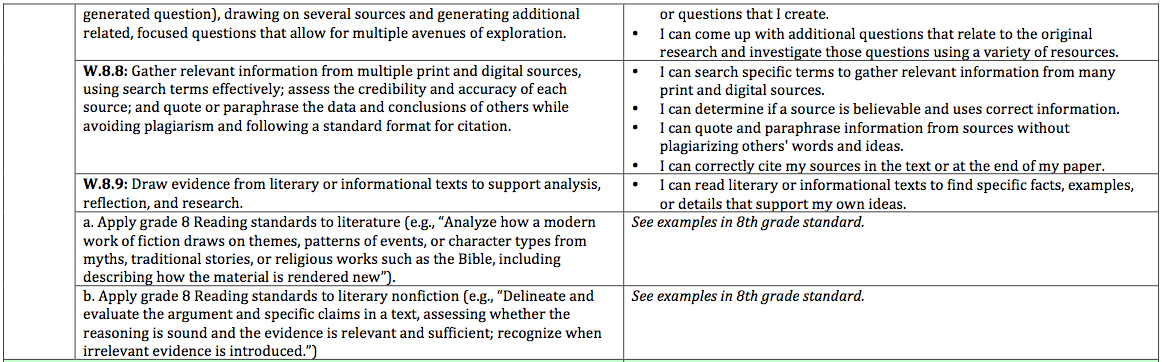


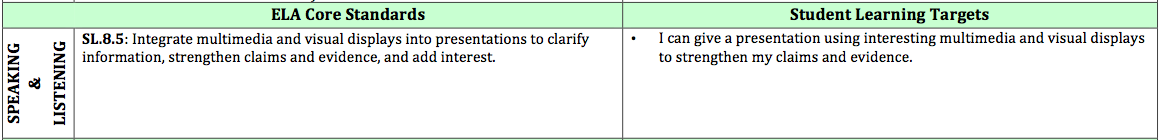
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| Recommended activities and Lessons:   * [*Teaching Argumentative Writing*](https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf) – teacher resource * [*Teaching Writing in Science*](http://www.bcps.org/offices/lis/writing/secondary/docs/Just_Because%5B1%5D.pdf) – teacher resource * [*Argumentative Writing*](https://www.graphite.org/lesson-flows/argument-writing-middle-school)- Lesson * [*Point of View*](http://www2.mcrel.org/compendium/activityDetail.asp?activityID=230) – skill lesson idea * [Compare/Contrast Interactive Lesson](http://www.readwritethink.org/files/resources/interactives/compcontrast/) * [*The Story of an Eye Witness*](achievethecore.org/file/2051) – Lesson * [*A Midsummer Night’s Dream*](http://edsitement.neh.gov/lesson-plan/william-shakespeares-midsummer-nights-dream-conflict-resolution-and-happy-endings) – Lesson option #1 * [*A Midsummer Night’s Dream*](http://commoncoresuccess.elschools.org/curriculum/ela/grade-8/module-2B) – Lesson option #2 * [*A Midsummer Night’s Dream*](http://www.calshakes.org/v4/educ/pdf/09_ALTeachersGuide_MND_final.pdf) – Lesson option #3 * [*Holocaust Unit*: *Featuring the Diary of Anne Frank*](http://ndcurriculuminitiative.org/media/common_core/ela/g_ela_8_ndu10_hol_unit_20120719.pdf) - Unit * [*Understanding Holocaust* *and Genocide*](http://ndcurriculuminitiative.org/media/common_core/ela/g_ela_7_ndlp10_hol_les_20120719.pdf)– Lesson * [*Paper Clips*](http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/paper_clips_bw.pdf) - Lesson * [*1984*](http://achievethecore.org/page/24/1984-by-george-orwell-detail-pg)– Lesson * [*Checker’s Speech*](http://mentalfloss.com/article/19676/what-was-checkers-speech-and-why-it-so-important)– importance * [*Harlem Renaissance Poetry*](http://www.yale.edu/glc/aces2/lessons/mcpeake.pdf) – Lesson * [Video Lessons](http://www.learningfarm.com/contentTree.cfm?contentID=70&D=1&randID=0.3882666209246963&CFID=2178379&CFTOKEN=48b5bfe360947e0e-970C0C82-98E2-99E2-F3E54BCBA41CFF0D) – skill based * [Socratic Seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) – samples and “how to” * [*Articles of the Week*](http://vms.vale.k12.or.us/articles-week) – Weekly homework assignment with rubrics, etc.   Grammar skill options:   * [*Mountain Language*](http://www.mtmath.com/pro/#.VaWf-aY0cT8) – Grammar program purchased by district * [*Daily Grammar Practice*](https://www.dgppublishing.com/grammar.php) – APEX required grammar program * [*Daily Oral Language*](https://sites.google.com/a/bay.k12.fl.us/language-arts-mullins/handouts) – Weekly grammar correction handouts   Vocabulary skill options:   * [*Vocabulary Games*](http://www.vocabulary.co.il/eighth-grade-vocabulary-games/) * [*Interactive Word Lists*](http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlistVocabularyEighthGrade.shtml) * [*Vocabulary.com*](http://www.vocabulary.com/lists/40181#view=notes) * [*Flocabulary.com*](https://www.flocabulary.com/8th-grade-vocabulary-word-list/) * *Word within the Word*  - APEX required vocabulary program |

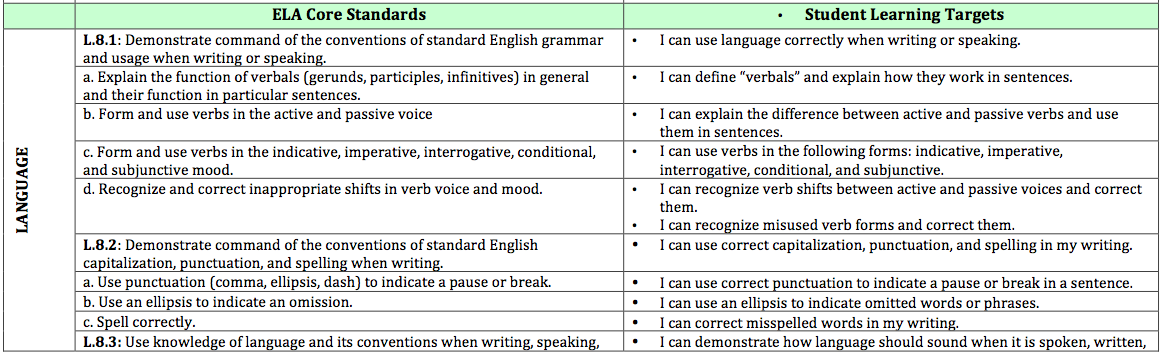
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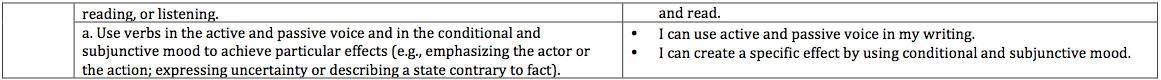


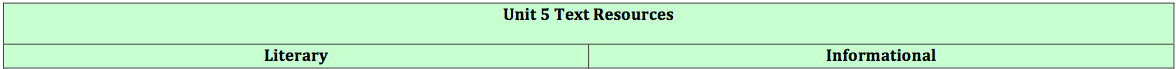












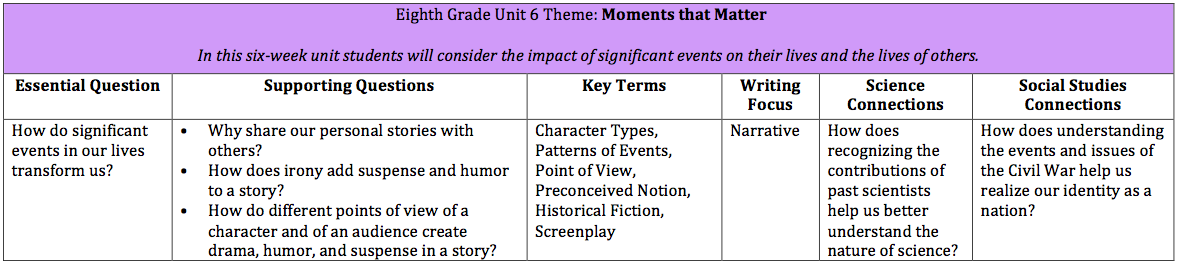
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| **Novels:**  *Fever 1793*, Laure Halse Anderson (L 580)\*  *The Last Book in the Universe,* Rodman Philbrick (L 740)\*  *Nightjohn*, Gary Paulsen (L770)\*  *Roll of Thunder, Hear My Cry,* Mildred D. Taylor (L 920)\*  *Soldier’s Heart*, Gary Paulsen (L 1000)\*  *Oedipus Rex*, Sophocles (L 1010)  *Uncle Tom’s Cabin,* Harriet Beecher Stowe (L 1050)  S*o Long, and Thanks for all the Fish*, Douglas Adams (L1050)  *Across Five Aprils*, Irene Hunt (L1100)  **Short Stories/Poems:**  [*I, Too, Sing America*](http://www.poets.org/poetsorg/poem/i-too), Langston Hughes  [*Poetry of the Harlem Renaissance*](http://articles.usa-people-search.com/content-poetry-of-the-harlem-renaissance.aspx)  CAUTION - \* Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level. | *Biography:* *Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America*, Tonya Bolden (L 1130)  *Biography:* *The Signers: The 56 Stories Behind the Declaration of Independence*, Dennis Brindell Fradin (L 1010)  [*In Our Time, Tragedy*](http://www.bbc.co.uk/programmes/p005464v) on BBC4 (audio)  [*Greek Tragedy*](https://en.wikipedia.org/wiki/Greek_tragedy), Wikipedia (L 1280)   I*ntroduction to Greek Tragedy*, Roger Dunkle (L 1350)  *Freedom Walkers: The Story of the Montgomery Bus Boycott*, Russell Freedman (L 1110)  *The Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle,* Juan Williams (L 1170)  [*Harriet Beecher Stowe*,](http://www.worldbookonline.com/advanced/article?id=ar535280&st=harriet+beecher+stowe#tab=homepage) *World Book Online Advanced* (L 1080)  [National Archives: Civil War Primary Documents](http://www.archives.gov/about/)  [Web Guides from the Library of Congress: Harlem Renaissance](http://www.loc.gov/rr/program/bib/harlem/harlem.html)  [*Harlem Renaissance*](http://www.worldbookonline.com/advanced/article?id=ar246340&st=harlem+renaissance#tab=homepage), *World Book Online Advanced* (L 1180) |

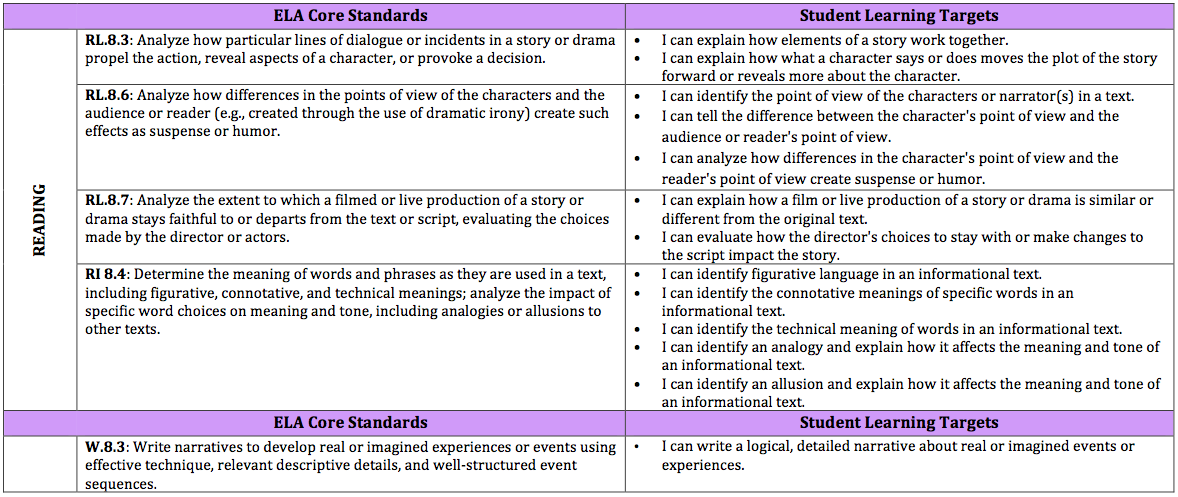
**For all corrected hyperlinked documents for Unit 5, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-5-learning-from-the-past.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-5-learning-from-the-past.html)**.**

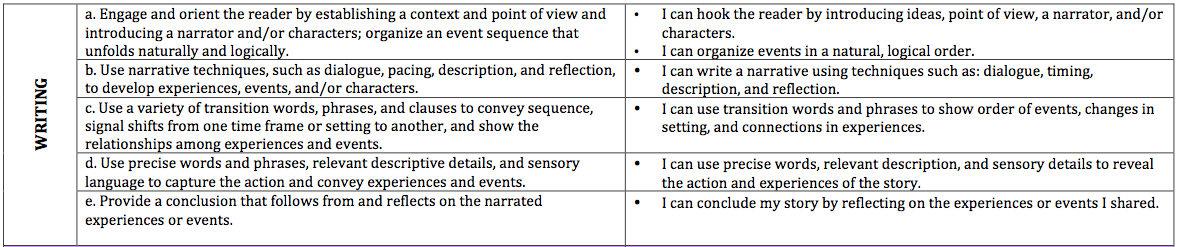


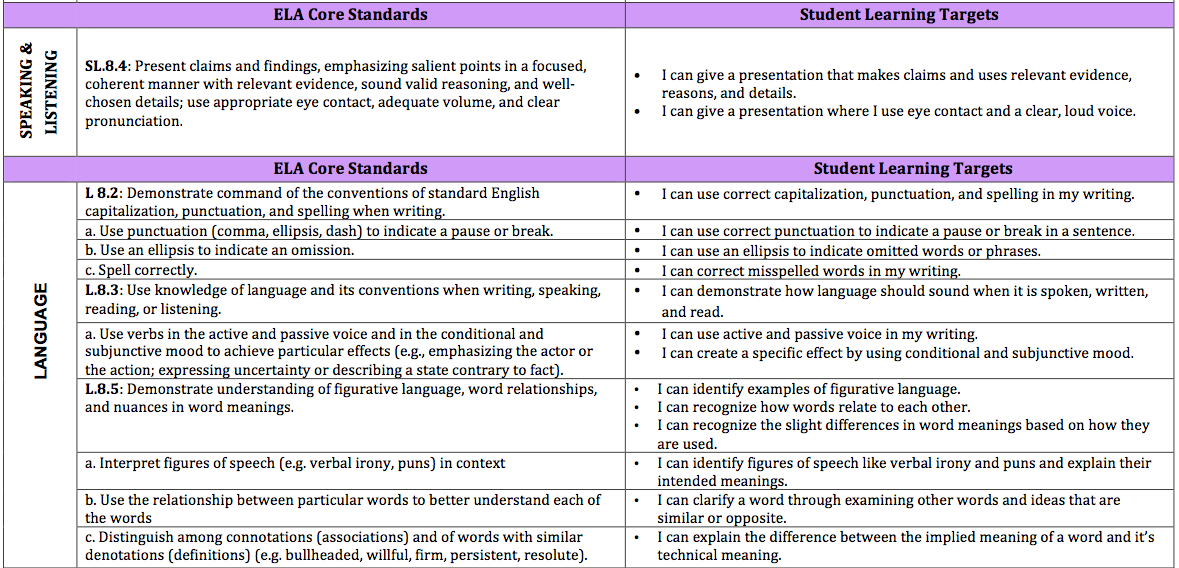
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| Recommended activities and Lessons:   * [Satire](http://www.pbs.org/now/classroom/satire.html), Lesson Plan * [Symbolic Archetype](http://www.slideshare.net/jodonn/mini-lesson-3symbolism) – Slide Share Lesson * [Analyze Primary Sources](https://sites.ewu.edu/livinghistoryinstitute/files/2011/06/Colonial-Jamestown.pdf) – mini-lessons * [Source and Reliability](http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Plan--Walt_Whitman.pdf) – Lesson * [Citation Scavenger Hunt](http://www.readwritethink.org/classroom-resources/lesson-plans/prove-citation-scavenger-hunt-30899.html?tab=4) – Lesson * [*I, Too, Sing America*](http://www.gradesaver.com/langston-hughes-poems/study-guide/summary-i-too) – Analysis * [*Across Five Aprils*](http://www.lessonplanet.com/teachers/across-five-aprils-a-novel-study-8th), Novel Study * [*Civil War Lessons*](http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/lesson-plans-middle.html) * [*Harlem Renaissance*](http://www.pbs.org/newshour/extra/lessons_plans/the-harlem-renissance/) - Lesson Plan * [*Oedipus Rex*](https://www.engageny.org/resource/grade-9-ela-module-2-unit-2-lesson-1) – Unit (Engage NY 20 lessons) * [*Nightjohn* – Road To Civil War](http://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1023&context=dtah) connected Unit * [*Roll of Thunder, Hear My Cry*](http://www.gradesaver.com/roll-of-thunder-hear-my-cry/lesson-plan/common-core-standards) - Lessons * [*The Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle*](https://www.facinghistory.org/sites/default/files/publications/Eyes_on_the_Prize.pdf) *–* Study Guide * [*Freedom Walkers: The Story of the Montgomery Bus Boycott*](http://civilrightsteaching.org/about/in-the-news/teaching-the-montgomery-bus-boycott-50-years-later/) – Lessons * [*Biography:* *The Signers: The 56 Stories Behind the Declaration of Independence*](http://community.weber.edu/WeberReads/lesson_title%20signers.htm) – Lessons * [*Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America*](http://teachers.yale.edu/curriculum/viewer/new_haven_02.01.02_u#j) *­*- Lesson * [Video Lessons](http://www.learningfarm.com/contentTree.cfm?contentID=70&D=1&randID=0.3882666209246963&CFID=2178379&CFTOKEN=48b5bfe360947e0e-970C0C82-98E2-99E2-F3E54BCBA41CFF0D) – skill based * [Socratic Seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) – samples and “how to” * [*Articles of the Week*](http://vms.vale.k12.or.us/articles-week) – Weekly homework assignment with rubrics, etc.   Grammar skill options:   * [*Mountain Language*](http://www.mtmath.com/pro/#.VaWf-aY0cT8) – Grammar program purchased by district * [*Daily Grammar Practice*](https://www.dgppublishing.com/grammar.php) – APEX required grammar program * [*Daily Oral Language*](https://sites.google.com/a/bay.k12.fl.us/language-arts-mullins/handouts) – Weekly grammar correction handouts   Vocabulary skill options:   * [*Vocabulary Games*](http://www.vocabulary.co.il/eighth-grade-vocabulary-games/) * [*Interactive Word Lists*](http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlistVocabularyEighthGrade.shtml) * [*Vocabulary.com*](http://www.vocabulary.com/lists/40181#view=notes) * [*Flocabulary.com*](https://www.flocabulary.com/8th-grade-vocabulary-word-list/) * *Word within the Word*  - APEX required vocabulary program |

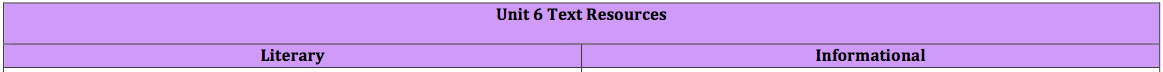
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| **Novels:**  *Knucklehead*, Jon Scieszka (L 750)\*  *The Wanderer*, Sharon Creech (L 830)\*  *House on Mango Street,* Sandra Cisceros (L 870)\*  Excerpts from *Woman Hollering Creek*, Sandra Cisneros (L 960)\*  *Soldier’s Heart*, Gary Paulsen (L 1000)\*  *Love that Dog*, Sharon Creech (L 1010)  *The Diary of Anne Frank,* (play), Goodrich and Hackett (L 1080)  *The Diary of a Young Girl,* Anne Frank (L 1080)  *A Christmas Carol,* Charles Dickens (L 1080)  *GLORY*, (movie) Directed by Edward Zwick  [Video Clips from TED](http://www.ted.com), Sarah Kay   Excerpts from *Much Ado About Nothing*, William Shakespeare (L 1260)  Excerpts from *A Midsummer Night’s Dream*, William Shakespeare (L 1350)  **Short Stories/Poems:**  [*Poetry of the Harlem Renaissance*](http://articles.usa-people-search.com/content-poetry-of-the-harlem-renaissance.aspx)  CAUTION - \* Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level. | [Yad Vashem](http://www.yadvashem.org/#!prettyPhoto), World Center for Holocaust Research, Documentation, Education and Commemoration  *Anne Frank: Beyond the Diary: A Photographic Remembrance*, Ruud van der Rol and Rian Verhoeven (L 1030)  *The Journal of Scott Pendleton Collins: A World War II Soldier, Normandy, France, 1944*, Walter Dean Myers (L810)\*  *Never to Forget: The Jews of the Holocaust*, Milton Meltzer (L 1120)  *Six Million Paper Clips: The Making of a Children’s Holocaust Memorial*, Peter W. Schroeder and Dagmar Schroeder-Hildebrand (L 870)\*  [*Paper Clips*](https://www.ovguide.com/paper-clips-9202a8c04000641f80000000177eb141) *(*HBO documentary, 2004)  *The Victorian Age*, The Norton Anthology of English Literature (L 1390)  [Charles Dickens](http://www.worldbookonline.com/advanced/article?id=ar158140&st=charles+dickens#tab=homepage), *World Book Online Advanced* (L 1090) – information and videos  Excerpts from *I’m a Stranger Here Myself,* Bill Bryson  *The Play's the Thing*: *A Story About William Shakespeare, Creative Minds Biographies*, Ruth Turk (L 1060)  [*The Mysteries of Love and Eloquence (For A Midsummer Night’s Dream),*](http://old.folger.edu/eduPrimSrcDtl.cfm?psid=71)Folger Library  [*The Folger Shakespeare Library*](http://www.folger.edu)  [*Drama (Background, Structure),*](http://www.worldbookonline.com/advanced/article?id=ar166220&st=drama#tab=homepage) *World Book Online Advanced (L 1120)* |

**For all corrected hyperlinked documents for Unit 6, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-6-moments-that-matter.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-6-moments-that-matter.html)**.**



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| Recommended activities and Lessons:   * [*Point of View*](http://www.net-texts.com/Course/LAN4029/8th-Grade-ELA-Materials-Aligned-to-the-Common-Core-State-Standards) – Lessons * [*Point of View­*](http://www.learningfarm.com/web/practicePassThrough.cfm?TopicID=1159)– Practice * [*A Christmas Carol*](http://edsitement.neh.gov/curriculum-unit/using-textual-clues-understand-christmas-carol) – Lesson * [*A Christmas Carol*](http://www.nms.org/Portals/0/Docs/English/Formative%20assessment%20package%20Gr%208.pdf) – Assessment * [*A Christmas Carol*](http://www.anoisewithin.org/wp-content/uploads/downloads/2014/10/ACC-Guide-10-13-14.pdf) – Connections and Study Guide * [*A Christmas Carol*](http://asset.studysync.com/library/498/lesson_plan.pdf) – Media lesson * [*A Midsummer Night’s Dream*](http://arapahoe.littletonpublicschools.net/LinkClick.aspx?fileticket=JDyQvLHZSOI=) – Lesson option #1 * [*A Midsummer Night’s Dream*](http://edsitement.neh.gov/lesson-plan/william-shakespeares-midsummer-nights-dream-conflict-resolution-and-happy-endings) – Lesson option #2 * [*A Midsummer Night’s Dream*](http://www.folger.edu/teaching-modules) – Lesson option #3 * [*New York Times*](http://learning.blogs.nytimes.com/category/lesson-plans/language-arts/literary-analysis-language-arts/?_r=0)– Literary Analysis Lessons * [*Holocaust Unit*: *Featuring the Diary of Anne Frank*](http://ndcurriculuminitiative.org/media/common_core/ela/g_ela_8_ndu10_hol_unit_20120719.pdf) - Unit * [*Understanding Holocaust* *and Genocide*](http://ndcurriculuminitiative.org/media/common_core/ela/g_ela_7_ndlp10_hol_les_20120719.pdf)– Lesson * [*Paper Clips*](http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/paper_clips_bw.pdf) – Lesson * [*Harlem Renaissance Poetry*](http://www.pbs.org/newshour/extra/lessons_plans/the-harlem-renissance/) – Lesson option #1 * [*Harlem Renaissance Poetry*](https://www.teachervision.com/music-styles/lesson-plan/4846.html) – Lesson option #2 * [Video Lessons](http://www.learningfarm.com/contentTree.cfm?contentID=70&D=1&randID=0.3882666209246963&CFID=2178379&CFTOKEN=48b5bfe360947e0e-970C0C82-98E2-99E2-F3E54BCBA41CFF0D) – skill based * [Socratic Seminar](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html) – samples and “how to” * [*Articles of the Week*](http://vms.vale.k12.or.us/articles-week) – Weekly homework assignment with rubrics, etc.   Grammar skill options:   * [*Mountain Language*](http://www.mtmath.com/pro/#.VaWf-aY0cT8) – Grammar program purchased by district * [*Daily Grammar Practice*](https://www.dgppublishing.com/grammar.php) – APEX required grammar program * [*Daily Oral Language*](https://sites.google.com/a/bay.k12.fl.us/language-arts-mullins/handouts) – Weekly grammar correction handouts   Vocabulary skill options:   * [*Vocabulary Games*](http://www.vocabulary.co.il/eighth-grade-vocabulary-games/) * [*Interactive Word Lists*](http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlistVocabularyEighthGrade.shtml) * [*Vocabulary.com*](http://www.vocabulary.com/lists/40181#view=notes) * [*Flocabulary.com*](https://www.flocabulary.com/8th-grade-vocabulary-word-list/) * *Word within the Word*  - APEX required vocabulary program |

**For all corrected hyperlinked documents for Unit 6, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-6-moments-that-matter.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-6-moments-that-matter.html)**.**

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| Eighth Grade Unit 7: **Working with Evidence: Taking a Stand (Module 2a)**  *Common Core Theme Unit – duration 8 weeks* | | | | | | |
| Title of Lesson | Unit 1: Focus Skills | | Unit 2: Focus Skills | | Unit 3: Focus Skills | |
| Taking a Stand | Building Background Knowledge | Weeks 1-4 | Case Studies - Atticus | Weeks 5-7 | Readers Theatre | Week 8 |

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| **ELA Reading Literary Text Standards** | **Student Learning Targets** |
| **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 the text. | * I can identify and explain how textual evidence supports what the author states directly and what he/she implies. * I can determine the quality of the evidence used to support what the text says. * I can identify and explain areas of the text that are unclear. |
| **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. | * I can identify the theme in a text. * I can explore how characters, setting, and plot interact to support and develop a theme. * I can summarize a text. |
| **RL.8.3:** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | * I can explain how what a character says or does moves the plot of the story forward or reveals more about the character. * I can explain how elements of a story work together. |
| **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. | * I can identify several types of figurative language in a text. * I can identify the connotative meanings of certain words in a text. * I can identify how specific word choices influence the meaning of a text. * I can identify how specific word choices influence the meaning and tone of a text. * I can identify how the author's analogies or allusions to other texts influence meaning and tone. |
| **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. | * I can compare and contrast two or more different texts. * I can explain how the texts' structural differences contribute to their meaning. * I can explain how the texts' structural differences contribute to their 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. | * I can identify the point of view of the characters or narrator(s) in a text. * I can tell the difference between the character's point of view and the audience or reader's point of view. * I can analyze how differences in the character's point of view and the reader's point of view create 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. | * I can explain how a film or live production of a story or drama is similar or different from the original text. * I can evaluate how the director's choices to stay with or make changes to the script impact the story. |
| **RL.8.9**: 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. | * I can analyze a piece of fiction and connect its themes, events, or characters to a traditional or religious piece of writing. * I can analyze how a traditional or religious piece of writing is transformed into a modern piece. |

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| **ELA Reading Informational Text Standards** | **Student Learning Targets** |
| **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * I can identify the difference between what the author states directly and what he/she implies in the text. * I can supply textual evidence to support what the author states directly and what he/she implies. |
| **RI.8.2:** 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 of the text. | * I can find a central idea in a text. * I can explain how supporting ideas develop the central idea. * I can explain how supporting ideas relate to the central idea. * I can summarize a text. * I can provide an objective summary of the text. |
| **RI.8.4:** 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. | * I can identify figurative language in an informational text. * I can identify the connotative meanings of specific words in an informational text. * I can identify the technical meaning of words in an informational text. * I can identify an analogy and explain how it affects the meaning and tone of an informational text. * I can identify an allusion and explain how it affects the meaning and tone of an informational text. |
| **RI.8.5:** 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. | * I can break a paragraph into sentences and identify their functions within that paragraph. * I can explain how the sentences support the paragraph's key point. |
| **RI.8.6:** 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. | * I can identify an author’s point of view or purpose in a text. * I can identify and explain how the author acknowledges and responds to others' opinions. |
| **RI.8.7**: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. | * I can identify several different ways to present information on a topic. * I can evaluate the advantages and disadvantages of presenting information in various formats. |

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| **ELA Writing Standards** | **Student Learning Targets** |
| **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence. | * I can write a claim and support it with reasons and evidence. |
| 1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | * I can write a claim(s) and distinguish it from a different or opposing claim. * I can logically organize reasons and evidence that supports a claim(s). |
| 1. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | * I can support my claim(s) by using logical reasons and relevant evidence. * I can support my claim(s) with accurate sources of information. |
| 1. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | * I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together. |
| 1. Establish and maintain a formal style. | * I can use formal words and language to write about an issue or topic. |
| 1. Provide a concluding statement or section that follows from and supports the argument presented. | * I can end my writing with a concluding statement that backs up the claim(s) in my argument. |
| **W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures event sequences. | * I can write a logical, detailed narrative about real or imagined events or experiences. |
| 1. 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 can hook the reader by introducing ideas, point of view, a narrator, and/or characters. * I can organize events in a natural, logical order. |
| 1. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | * I can write a narrative using techniques such as dialogue, pacing, description, and reflection. * I can use these narrative techniques to develop events, and/or characters. |
| 1. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | * I can use transition words and phrases to show order of events, changes in setting, and connections in experiences. |
| 1. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action  and convey experiences and events. | * I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story. |
| 1. Provide a conclusion that follows from and reflects on the narrated experiences or events. | * I can conclude my story by reflecting on the experiences or events I shared. |
| **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 2 above.) | * I can develop and organize clear and understandable writing which is appropriate for a specific 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. (Editing for conventions should demonstrate command of Language standards 1-3) | * I can develop and strengthen my writing by planning, revising, editing, and rewriting. * I can write to a specific audience. * I can write for a specific purpose. * I can improve my writing through feedback from other students or my teacher. |
| **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| 1. 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”). | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| 1. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and  specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| **ELA Speaking and Listening Standards** | **Student Learning Targets** |
| **SL.8.1:** 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 can communicate and respond to ideas about a variety of topics during discussions. |
| 1. 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. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| 1. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented. | * I can communicate and respond to ideas about a variety of topics during discussions. |
| **ELA Language Standards** | **Student Learning Targets** |
| **L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | * I can use correct capitalization, punctuation, and spelling in my writing. |
| 1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | * I can use correct punctuation to indicate a pause or break in a sentence. |
| 1. Use an ellipsis to indicate an omission. | * I can use an ellipsis to indicate omitted words or phrases. |
| 1. Spell correctly. | * I can correct misspelled words in my writing. |
| **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. | * I can use a variety of strategies to determine what a word or phrase means. |
| 1. 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 can determine the meaning of a word through context clues or by the way it is used in a sentence. |
| 1. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). | * I can determine the meaning of a word through my knowledge of Greek or Latin word parts. |
| 1. 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. | * I can use reference materials to find the pronunciation and meaning of unfamiliar words. |
| 1. 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). | * I can guess at the meaning of a word and then double check to see if I am right by using a dictionary. |
| **L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | * I can identify examples of figurative language. * I can recognize how words relate to each other. * I can recognize the slight differences in word meanings based on how they are used. |
| 1. Interpret figures of speech (e.g., verbal irony, puns) in context. | * I can identify figures of speech like verbal irony and puns and explain their intended meanings. |
| 1. Use the relationship between particular words to better understand each of the words. | * I can clarify a word through examining other words and ideas that are similar or opposite. |
| 1. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.,  bullheaded, willful, firm, persistent, resolute). | * I can explain the difference between the literal meaning of a word and its positive or negative association. |

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| **Unit 7 Plans, Texts, Resources, Links** | | |
| **Unit Plan:**  [*Engage NY Module 2A – Full Module Download*](https://www.engageny.org/resource/grade-8-ela-module-2a)– (Includes Module Overviews and Units 1-3) | | |
| **Unit 1:**  [*Module 2A – Unit 1 Download*](https://www.engageny.org/resource/grade-8-ela-module-2a-unit-1)  Includes Unit 1 Overview and Lessons 1-19 | **Unit 2:**  [*Module 2A – Unit 2 Download*](https://www.engageny.org/resource/grade-8-ela-module-2a-unit-2)  Includes Unit 2 Overview and Lessons 1-16 | **Unit 3:**  [*Module 2A – Unit 3 Download*](https://www.engageny.org/resource/grade-8-ela-module-2a-unit-3)  Includes Unit 3 Overview and Lessons 1-5 |

**For all corrected hyperlinked documents for Unit 7, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-7-working-with-evidence-taking-a-stand-module-2a.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-7-working-with-evidence-taking-a-stand-module-2a.html)**.**

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| Eighth Grade Unit 8: **Research, Decisions, Positions – World’s Food Supply (Module 4)**  *Common Core Theme Unit – duration 8 weeks* | | | | | | |
| Title of Lesson | Unit 1: Focus Skills | | Unit 2: Focus Skills | | Unit 3: Focus Skills | |
| World’s Food Supply | Analyzing Author’s Purpose and Evaluating Claims in *The Omnivore’s Dilemma* | Weeks 1-3 | Researching Consequences and Stakeholders of Michaels Pollan’s Four Food Chains | Weeks 3-5 | Write a Position Paper: Which of Michael Pollan’s Food Chains Would You Choose to Feed the US? | Weeks 6-8 |

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| **ELA Reading Informational Text Standards** | **Student Learning Targets** |
| **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * I can identify the difference between what the author states directly and what he/she implies in the text. * I can supply textual evidence to support what the author states directly and what he/she implies. |
| **RI.8.2:** 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 of the text. | * I can find a central idea in a text. * I can explain how supporting ideas develop the central idea. * I can explain how supporting ideas relate to the central idea. * I can summarize a text. * I can provide an objective summary of the text. |
| **RI.8.4:** 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. | * I can identify figurative language in an informational text. * I can identify the connotative meanings of specific words in an informational text. * I can identify the technical meaning of words in an informational text. * I can identify an analogy and explain how it affects the meaning and tone of an informational text. * I can identify an allusion and explain how it affects the meaning and tone of an informational text. |
| **RI.8.6:** 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. | * I can identify an author’s point of view or purpose in a text. * I can identify and explain how the author acknowledges and responds to others' opinions. |
| **RI.8.8**: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | * I can outline and explain specific claims and supportive evidence in an argument. * I can determine whether or not the reasons linking the evidence to the claim are logical. * I can determine whether or not there is enough relevant evidence to support the claim. * I can determine if unnecessary evidence is introduced. |
| **RI.8.9:** 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. | * I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations. |

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| **ELA Writing Standards** | **Student Learning Targets** |
| **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence. | * I can write a claim and support it with reasons and evidence. |
| 1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | * I can write a claim(s) and distinguish it from a different or opposing claim. * I can logically organize reasons and evidence that supports a claim(s). |
| 1. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | * I can support my claim(s) by using logical reasons and relevant evidence. * I can support my claim(s) with accurate sources of information. |
| 1. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | * I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together. |
| 1. Establish and maintain a formal style. | * I can use formal words and language to write about an issue or topic. |
| 1. Provide a concluding statement or section that follows from and supports the argument presented. | * I can end my writing with a concluding statement that backs up the claim(s) in my argument. |
| **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standard 2 above.) | * I can develop and organize clear and understandable writing which is appropriate for a specific 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. (Editing for conventions should demonstrate command of Language standards 1-3.) | * I can develop and strengthen my writing by planning, revising, editing, and rewriting. * I can write to a specific audience. * I can write for a specific purpose. * I can improve my writing through feedback from other students or my teacher. |
| **W.8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | * I can research several different resources to answer assigned questions or questions that I create. * I can come up with additional questions that relate to the original research and investigate those questions using a variety of resources. * I can narrow or broaden my research when appropriate. * I can combine multiple sources to demonstrate my understanding of the subject. |
| **W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | * I can search specific terms to gather relevant information from many print and digital sources. * I can determine if a source is believable and uses correct information. * I can quote and paraphrase information from sources without plagiarizing others' words and ideas. * I can correctly cite my sources in the text or at the end of my paper. |
| **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |
| 1. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and  specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | * I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. |

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| **ELA Speaking and Listening Standards** | **Student Learning Targets** |
| **SL.8.2:** 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. | * I can determine a purpose behind information presented visually, orally, or in numbers. * I can evaluate whether the purpose for presenting information in various formats is motivated by social, commercial, or political reasons. |
| **SL.8.3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | * I can outline specific claims and link them to a speaker's argument. * I can evaluate whether or not the speaker's reasons support the claims in the argument. * I can determine whether or not there is enough relevant evidence to support the argument. * I can recognize evidence that does not relate to the argument. |
| **SL.8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | * I can give a presentation that makes claims and uses relevant evidence, reasons, and details. * I can give a presentation where I use eye contact and a clear, loud voice. |
| **SL.8.5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | * I can give a presentation using interesting multimedia and visual displays to strengthen my claims and evidence. |
| **SL.8.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3.) | * I can adapt the way I speak to a variety of situations and purposes, using correct English when needed. |

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| **ELA Language Standards** | **Student Learning Targets** |
| **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. | * I can use a variety of strategies to determine what a word or phrase means. |
| 1. 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 can determine the meaning of a word through context clues or by the way it is used in a sentence. |
| 1. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). | * I can determine the meaning of a word through my knowledge of Greek or Latin word parts. |
| 1. 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. | * I can use reference materials to find the pronunciation and meaning of unfamiliar words. |
| 1. 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). | * I can guess at the meaning of a word and then double check to see if I am right by using 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. | * I can explain what general academic words are and use them in my writing. * I can define words and phrases that are specific to language arts and apply them in speaking and writing. * I can use various resources to build my vocabulary and help me understand what I read or hear. |

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| **Unit 8 Plans, Texts, Resources, Links** | | |
| **Unit Plan:**  [*Engage NY Module 4– Full Module Download*](https://www.engageny.org/resource/grade-8-ela-module-4)– (Includes Module Overviews and Units 1-3) | | |
| **Unit 1:**  [*Module 4 – Unit 1 Download*](https://www.engageny.org/resource/grade-8-ela-module-4-unit-1)  Includes Unit 1 Overview and Lessons 1-15 | **Unit 1:**  [*Module 4 – Unit 2 Download*](https://www.engageny.org/resource/grade-8-ela-module-4-unit-2)  Includes Unit 2 Overview and Lessons 1-17 | **Unit 1:**  [*Module 4 – Unit 3 Download*](https://www.engageny.org/resource/grade-8-ela-module-4-unit-3-overview)  Includes Unit 3 Overview and Lessons 1-6 |

**For all corrected hyperlinked documents for Unit 8, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/unit-8-research-decisions-positions-ndash-worldrsquos-food-supply-module-4.html**](http://gmsd-8ela-curriculum-guide.weebly.com/unit-8-research-decisions-positions-ndash-worldrsquos-food-supply-module-4.html)**.**

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| **Additional Resources** |
| **Lesson Plan/Unit Links:**   * <http://www.cpalms.org/Public/search/Resource> * <https://learnzillion.com/common_core/ela/8> * <http://www.k12reader.com/common-core-standard/ccss/ccss-8/> * <http://library.mtsu.edu/tps/lessons_6-8.php> * <http://exchange.smarttech.com/curriculum/curriculum-list.html?curriculum=enuscurr134&grade=enuscurr134gr010&subject=enuscurr134gr010su008> * <http://www.lessonplanet.com/lesson-plans/language-arts> * <https://msenglishseminar.wikispaces.hcpss.org/8th+Grade+Reading> * <http://www.elacommoncorelessonplans.com/writing-standards/paragraph-writing-lessons/paragraph-challenge-a-fun-paragraph-lesson-plan.html> * <http://edsitement.neh.gov/common-core-text-exemplars-summer-reading-teachers/common-core-text-exemplars-summer-reading-teachers-grades-6-8> * <http://www.saludaschools.org/Page/2260> * <http://lessonplanspage.com/?t=Search+lesson+plans&s=+&search-token=54ab59c78e9989.88720240&searchCat%5B%5D=7&searchCat%5B%5D=143471> * <http://www.educationworld.com/a_tech/archives/techlp.shtml> * <http://www.greenwichschools.org/page.cfm?p=964> * <https://www.georgiastandards.org/Pages/Default.aspx> * <http://georgiaelaccgps6-8.wikispaces.com/Eighth+Grade+ELA> * <http://exchange.smarttech.com/curriculum/curriculum-list.html?curriculum=enuscurr134&grade=enuscurr134gr010&subject=enuscurr134gr010su008#standard-heading-6> * <http://exchange.smarttech.com/details.html?id=x4c47ab3003224be48ea8cddf9786f8a6> * <http://www.teach-nology.com/worksheets/language_arts/vocab/eight/> * <http://eduscapes.com/sessions/smartboard/#6> * <http://www.slj.com/2006/01/technology/the-google-game/#_> * <http://www.achieve.org/files/8thG-Sherlock-Holmes_unitFINAL_TextEdits.pdf> * <http://www.mchce.net/Y2IP/MichelleJohnson_Y2IP.pdf> * <http://www.fwps.org/tfl/wp-content/uploads/sites/3/2013/08/9-10-Module-1_Final2.pdf?fd18a4> * <http://ndcurriculuminitiative.org/media/common_core/ela/g_ela_8_ndu40_hunger_20120719.pdf> * <http://www.lessonplanet.com/teachers/across-five-aprils-civil-war-virtual-field-trips> * <http://www.lessonplanet.com/teachers/across-five-aprils-a-novel-study-8th> * <http://betterlesson.com/common_core/browse/1699/ccss-ela-literacy-ri-8-8-delineate-and-evaluate-the-argument-and-specific-claims-in-a-text-assessing-whether-the-reasoning-is-so> * <http://grammar.ccc.commnet.edu/grammar/composition/comparison.htm> * <http://www.sccresa.org/toolsforschools/curriculumtools/writewell/introductiontowritewell/writewell8thgrade/> * <http://www2.mcrel.org/lesson-plans/lang/langlessons.asp> * <http://www.net-texts.com/Course/LAN4029/8th-Grade-ELA-Materials-Aligned-to-the-Common-Core-State-Standards> * http://www.ereadingworksheets.com/e-reading-worksheets/reading-unit-and-lesson-plans-aligned-with-common-core-state-standards/ * <http://www.readwritethink.org/classroom-resources/lesson-plans/critical-reading-stories-authors-213.html> * <https://elastars.files.wordpress.com/2013/04/lesson-19-comparing-and-contrasting-texts.pdf> |

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| **Web 2.0 Links:**   * <https://tferri.wikispaces.com/TECH+-+8th+GRADE+LESSONS> * <http://iblog.dearbornschools.org/blazeski/ixl-weekly-assignments/> * <http://tewt.org/index.php/lessons-activities> * <http://www.literacyta.com/literacy-skills> * [http://www.classmarker.com](http://www.classmarker.com/) * <http://quizstar.4teachers.org/help/quickTourNewUser.jsp> * <http://www.educatorstechnology.com/2014/02/10-useful-web-tools-for-creating-online.html> * <http://www.freetech4teachers.com/2013/07/7-ways-to-create-and-deliver-online.html#.VZTQm6Y0cT8> * <http://www.edutecher.net/links.php?txtSearch=assessment&searchin=tags> * <http://guides.rilinkschools.org/cklPARCC> * <http://eduscapes.com/sessions/smartboard/#6> * <http://guides.rilinkschools.org/bobcats/google> * <http://www.edlinesites.net/pages/Stony_Lane_Elementary_School/Classes/802-3023-002/Keyboarding> * <http://www.pearltrees.com/brandi_young/infohio-skills-online-testing/id12112629> * <http://parccgames.com> * <http://www.edlinesites.net/pages/Stony_Lane_Elementary_School/Classes/71-3023-001/Drag_and_Drop> * <http://www.edlinesites.net/pages/Stony_Lane_Elementary_School/Classes/71-3023-001/Copy_and_Paste> * <http://oneappyclassroom.blogspot.com/2014/10/using-dualless-extension-to-split-your.html#.VY9na6Y0cT8> * <https://chrome.google.com/webstore/detail/dualless/bgdpkilkheacbboffppjgceiplijhfpd?hl=en-GB> * <http://www.greenwichschools.org/page.cfm?p=3847> * <http://www.slj.com/2006/01/technology/the-google-game/#_> * <http://21centuryedtech.wikispaces.com/home> * <http://21centuryedtech.wikispaces.com/Web+2.0> * <http://21centuryedtech.wikispaces.com/Mega+Sites> * <http://www.teachwithmovies.org/literature-subject-list.htm> * <http://www.pearltrees.com/profedibella/online-resources-collection/id14097167> * [Conducting Effective Research](http://www.hackcollege.com/blog/2011/11/23/infographic-get-more-out-of-google.html) |

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| **Close Read Links:**   * <https://www.youtube.com/watch?v=I_hhMeE7Osw> * <http://www.readworks.org/new-passages-fall-2013> * http://iteach4results.wikispaces.com/\*ELA+%26+Literacy * <http://www.teachingthecore.com/non-freaked-out-common-core-close-reading/> * <http://www.isbe.state.il.us/common_core/pls/level2/html/close-reading.htm> * <http://achievethecore.org/page/752/featured-lessons> * <https://msenglishseminar.wikispaces.hcpss.org/8th+Grade+Reading> * <http://learnzillion.com/common_core/ela/8> * <http://teacher.depaul.edu/Reading_NONFICTION_Grades8-10.html> * <http://reading-sage.blogspot.com/2014/07/close-reading-passages-free.html> * ["A Close Look at Close Reading" - Beth Burke](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201309181436_A%20Close%20Look%20at%20Close%20Reading%20-%20Beth%20Burke.pdf) * ["Closing in on Close Reading" - Ed Leadership](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201308071147_Closing%20in%20on%20Close%20Reading%20-%20Ed%20Leadership%20article.pdf) * [Close Reading & Text Dependent Questions - PPT](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201308121522_DUSD%20Close%20Reading,%20Text%20Dependent%20Questions.pptx) * [Close Reading Lesson - Robert Frost - Grade 9](http://www.youtube.com/watch?v=TkK8jnaJnj4) * [Guide to Creating Questions for Close Analytic Reading](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201308061232_Guide%20to%20Creating%20Questions%20for%20Close%20Analytic%20Reading.doc) * [Salvador Late or Early Passage for Close Reading Practice with Text-Dependent Questions](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201408201009_Salvador%20late%20or%20early%20passage.docx) * [Sample Lesson Video: Close Reading: "The Making of a Scientist" (Liben)](http://commoncore.americaachieves.org/samplevideo/4f97468426b615af6b000001) * [Short Guide to Creating Questions for Close Analytical Reading](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201305060910_Short%20Guide%20to%20Creating%20Questions%20for%20Close%20Analytical%20Reading.docx) * http://www.webenglishteacher.com/close-reading-middle-school.html |

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| **Assessment Links:**   * <http://parcc.pearson.com/practice-tests/> * <http://parcc.pearson.com/sample-items/> * <http://parcc.pearson.com/tutorial/> * <http://lumoslearning.com/llwp/resources/homework-help-for-grade-3-to-8-math-and-english-language-arts/practice-test.html?cur=552> * <http://lumoslearning.com/llwp/resources/common-core-parcc-practice-tests-and-sample-questions.html> * [http://www.classmarker.com](http://www.classmarker.com/) * <http://quizstar.4teachers.org/help/quickTourNewUser.jsp> * <http://parccgames.com> * <https://www.opened.com/search?category=language-standards-middle-school&descriptive=8.l.2&grade=8&grade_group=middle-school&resource_type=assessment&standard=8.L.2&standard_group=common-core-language-arts> |

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| **Common Core Links:**   * <http://commoncore.tcoe.org/home> * <http://georgiaelaccgps6-8.wikispaces.com/Eighth+Grade+ELA> * <http://www.livebinders.com/play/play?id=443182> * [http://iteach4results.wikispaces.com/\*ELA+%26+Literacy](http://iteach4results.wikispaces.com/*ELA+%26+Literacy) * <http://ndcurriculuminitiative.org/common_core/ela/grade_8> * [21st Century Skills List](https://docs.google.com/a/dysart.org/document/d/1EaMSHCgFbbu6H7OAMVfc4O18lJsenZzpDSo7CkN68Is/edit) * [Appendix A](https://docs.google.com/a/dysart.org/open?id=0B4zjsb-R9vpjNnJHLWt6ZTdBdzg) * [Appendix B](https://docs.google.com/a/dysart.org/open?id=0B4zjsb-R9vpjOWdONndUc2tKS1U) * [Appendix C](https://docs.google.com/a/dysart.org/open?id=0B4zjsb-R9vpjNWo3eXdNellMdW8) * [Arizona Additions to ELA Common Core](https://docs.google.com/a/dysart.org/open?id=0B4zjsb-R9vpjcnBJUDFzUDdkTWM) * [Common Core ELA Standards](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201007301359_CCSSI_ELA%20Standards.pdf) * [ELA Frameworks 3-11 from PARCC](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201202061026_PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release%20(rev).pdf) * [Instructional Shifts Chart - 6 ELA and 6 Math](https://docs.google.com/a/dysart.org/open?id=0B4zjsb-R9vpjUjVJcTFVUkctTHc) * [Publishers Criteria in English Language Arts and Literacy](https://docs.google.com/a/dysart.org/open?id=0B4zjsb-R9vpjWW83WHFHUzVnMTQ) * [Tri-State Rubric for Lessons & Units - 1 page](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201209171335_TriState%20ELA_Literacy%20Rubric%201-page%20Overview%2006052012.pdf) * [Tri-State Rubric for Lessons & Units - 2-page](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201209171335_TriState%20ELA_Literacy%20Rubric%202-page%20Version%2006052012.pdf) * [When Poetry Meets the Common Core](http://www.edweek.org/tm/articles/2012/01/14/tln_curran_poetry.html?tkn=WYYFkVJg%2BD2hje2B6Dstm9lYBC3WnGTEn%2Fy2&cmp=ENL-TU-NEWS1) |

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| **Miscellaneous Links:**   * <http://vms.vale.k12.or.us/articles-week> * <http://www.lbschools.net/Main_Offices/Curriculum/Areas/English_Language_Arts/ELACurrDocsMS.cfm> * <http://www.eisd.net/domain/599> * <http://c.ymcdn.com/sites/www.co-case.org/resource/resmgr/imported/42.1_Boillot.pdf> * <http://elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers> * <http://virtualwritingtutor.com> * <https://www.microsoft.com/en-us/education/educators/k-12-education/default.aspx#fbid=xWV-IEh64e5> * <http://www.teacherdashboard365.com/what-is-teacher-dashboard> * <http://oceancity.nj.och.schoolinsites.com/?PageName=bc&n=87004> * <https://sites.google.com/a/sd308.org/junior-high-language-arts/language-arts---by-grade/common-core-ubd-units/8th-grade-common-core-ubd-units> * <http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf> * [Finding the Theme of a Short Story](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201109081310_Theme%20Lesson%20PPt%20for%20iPLAN.ppsx) * [Paraphrasing Process for Poetry](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201109081313_Paraphrasing%20Process.pdf) * [Plan for Effective Viewing of a Video](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201205221304_Plan%20for%20Effective%20Viewing%20of%20a%20Video.docx) * [Process for Categorizing Details for Compare/Contrast](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201109191603_Process-Categorizing%20Details.doc) * [Reading the Short Story With a Critical Eye](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201110181140_Reading%20the%20Short%20Story%20With%20a%20Critical%20Eye.docx) * [Steps in Writing a Summary](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201109191619_Steps%20in%20Writing%20a%20Summary.doc) |

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| **Reading Resources:**   * [100 Things To Do With Books](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908091617_100%20Things%20To%20Do%20With%20Books.docx) * [Books Board Project](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908091618_Books%20Board%20Project.docx) * [Creating Text-Embedded Questions](https://docs.google.com/a/dysart.org/document/d/1--nNK_IvXRCzDCgJuGkR_U0hiRisCZQlSy5jwB9qcgs/edit) * [Easy to Manage Independent Reading](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201008100912_Easy%20to%20manage%20independent%20reading%20%5B1%5D.pdf) * [Elaborate Lesson Plan for Author Purpose](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201001041525_Elaborate%20Lesson%20Plan%20for%20Author%20Purpose.doc) * [Master Novel List for 7-12](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201309160913_Master%20Novel%20List%20-%20Grades%207-12%20-%20Updated.xlsx) * [McDougal Textbook Codes](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201109061436_Textbook%20codes.docx) * [Online Textbook Instructions](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201208101029_Online%20Textbook%20Instructions.docx) * [Plot Graphic Organizer](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200909191035_Lit%20Elements%20Organizer%202.doc) * [Reciprocal Teaching Strategies Overview](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201201261458_Reciprocal%20Teaching%20Strategies%20Overview.docx) * [Supplemental Novel List - Alpha by Author](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201201261501_Alpha%20-%20Author%20Master%20Supplemental%20Adoption%20List.xlsx) * [Supplemental Novel List - Alpha by Title](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201201261502_Alpha%20-%20Title%20Master%20Supplemental%20Adoption%20List.xlsx) * [Supplemental Novel List - approved prior to 2011](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201401070916_Approved%20novels%20-%20prior%20to%202011.xls) * [Top 100 Nonfiction Books Read by ATOS Book Level Range, Grades 1-12](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201305031155_Top%20100%20Nonfiction%20Books%20Read%20by%20ATOS%20Book%20Level%20Range,%20Grades%201-12.pdf) * [Understanding Text Structures](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200909080849_Understanding%20Text%20Structures.ppt) |

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| **Grammar Links:**  **Electronic Resources**   * [Active and Passive Voice exercises](http://www.sa.utb.edu/LAC/pdf/Active%20and%20Passive%20Voice%20Exercise%20I.pdf) * [Active Passive Voice Quiz](http://www.uis.edu/ctl/writing/ActiveandPassiveVoiceQuiz.pdf.pdf) * [Passive Voice Exercises](http://www.write.armstrong.edu/handouts/PassiveVoiceExercises.pdf) * [Using Active and Passive Voice](http://www.uark.edu/campus-resources/qwrtcntr/resources/handouts/activepassive.htm)   **Lesson Plans**   * [Irony Lesson Plan](http://www.learnnc.org/lp/pages/2916)   **Professional Learning Materials**   * [Language Arts Curriculum Design The Secondary Tier By Michael Clay Thompson](http://schoolweb.dysart.org/iplan/publicresources/00259_200908091554_LA-SECONDARY.pdf)   **Student Materials**   * [Adjectives - Activity](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281020_Adjective%20paragraph.doc) * [Adverbs - Notes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281028_Adverb%20notes.doc) * [Complex sentences](http://schoolweb.dysart.org/iplan/publicresources/00259_200908051949_Complex%20sentences.doc) * [Compound-complex sentences](http://schoolweb.dysart.org/iplan/publicresources/00259_200908052002_Compound-complex%20sentences.doc) * [Conjunctions and Interjections - Notes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281034_Conjunctions%20and%20interjections.doc) * [Daily Grammar - All Sections & Chapters Combined by Bill Johanson](http://schoolweb.dysart.org/iplan/publicresources/00259_200908091542_Daily%20Grammar%20-%20All%20Sections%20&%20Chapters%20Combined.pdf) * [Nouns - Notes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281035_Noun%20notes.doc) * [Prepositions - notes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281039_Preposition%20notes.doc) * [Pronouns - Notes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281041_Pronoun%20notes.doc) * [Simple and Compound sentence examples](http://schoolweb.dysart.org/iplan/publicresources/00259_200908052011_Simple%20and%20Compound%20sentence%20examples.doc) * [Verbs - Notes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281044_Verb%20notes.doc)   **Teaching Materials**   * [Adjectives - Notes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281017_Adjective%20notes.doc) * [Connotation and Denotation](http://www.csun.edu/~bashforth/098_PDF/06Sep15Connotation_Denotation.pdf) * [Four Levels of Grammar](http://schoolweb.dysart.org/iplan/publicresources/00259_200908100936_Four%20Levels%20of%20Grammar.pptx) * [Grammar Bell Work](http://schoolweb.dysart.org/iplan/publicresources/00259_200908081317_Grammar%20Bell%20Work.pptx) * [Grammar Recipes and Writing Labs](http://schoolweb.dysart.org/iplan/publicresources/00259_201005271048_Grammar%20Recipes%20and%20Writing%20Labs.pptx) * [Parts of Speech Review](http://schoolweb.dysart.org/iplan/publicresources/00259_200908052030_Parts%20of%20Speech%20Review.ppt) * [Plan for Four Levels of Grammar](http://schoolweb.dysart.org/iplan/publicresources/00259_201006010840_Grammar%20Year%20Long%20Plan.docx) * [Preposition Phrases Instruction](http://schoolweb.dysart.org/iplan/publicresources/00259_200908081302_Preposition%20phrases.docx) * [Verbal Irony](http://www.sarcasmsociety.com/irony)   **Videos**   * [Adjectives - Video 7 minutes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281023_Adjective%20clauses%20(lost%20city)%207%20min.asf) * [Adverbs - Video 8 minutes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281026_adverb%20clauses%20(egyption%20queen)%208%20min.asf) * [Conjunctions - Video 7 minutes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281032_Conjunctions%20(Paris)%207%20min.asf) * [Nouns - Video 9 minutes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281037_Nouns%20defined%20(Berline%20Wall)%209%20min.asf) * [Pride and Punctuation - 8 min](http://schoolweb.dysart.org/iplan/publicresources/00259_201005280945_Pride_and_Punctuation%208%20min.asf) * [Pronouns - Video 8 minutes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281042_Pronouns%20(Apartheid)%208%20minutes.asf) * [Spelling Skills - 6 minute video](http://schoolweb.dysart.org/iplan/publicresources/00259_201005280948_Spelling%20skills%20(Paris)%206%20min.asf) * [Verbs - Video 8 minutes](http://schoolweb.dysart.org/iplan/publicresources/00259_201005281045_Verb%20Tenses%20(Ice%20Mummy)%208%20Min.asf) |

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| **Vocabulary Resources:**  **Electronic Resources**   * [Flocabulary website](http://www.flocabulary.com/)   **Student Materials**   * [Latin and Greek Word List Week 1](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281115_Latin%20and%20Greek%20Week%201.pdf) * [Latin and Greek Word List Week 10](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281119_Latin%20and%20Greek%20Week%2010.pdf) * [Latin and Greek Word List Week 11](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281120_Latin%20and%20Greek%20Week%2011.pdf) * [Latin and Greek Word List Week 12](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281120_Latin%20and%20Greek%20Week%2012.pdf) * [Latin and Greek Word List Week 13](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281121_Latin%20and%20Greek%20Week%2013.pdf) * [Latin and Greek Word List Week 14](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281121_Latin%20and%20Greek%20Week%2014.pdf) * [Latin and Greek Word List Week 15](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281122_Latin%20and%20Greek%20Week%2015.pdf) * [Latin and Greek Word List Week 16](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281122_Latin%20and%20Greek%20Week%2016.pdf) * [Latin and Greek Word List Week 17](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281123_Latin%20and%20Greek%20Week%2017.pdf) * [Latin and Greek Word List Week 2](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281115_Latin%20and%20Greek%20Week%202.pdf) * [Latin and Greek Word List Week 3](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281116_Latin%20and%20Greek%20Week%203.pdf) * [Latin and Greek Word List Week 4](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281116_Latin%20and%20Greek%20Week%204.pdf) * [Latin and Greek Word List Week 5](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281117_Latin%20and%20Greek%20Week%205.pdf) * [Latin and Greek Word List Week 6](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281117_Latin%20and%20Greek%20Week%206.pdf) * [Latin and Greek Word List Week 7](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281118_Latin%20and%20Greek%20Week%207.pdf) * [Latin and Greek Word List Week 8](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281118_Latin%20and%20Greek%20Week%208.pdf) * [Latin and Greek Word List Week 9](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281119_Latin%20and%20Greek%20Week%209.pdf) * [Vocabulary - Concept Map](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281138_Vocabulary%20-%20Concept%20Map.doc) * [Vocabulary - Context and Connection](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281139_Vocabulary%20-%20Context%20and%20Connection.pdf) * [Vocabulary - Frayer Diagrams](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281126_Frayer_Diagrams%20for%20Vocabulary.docx) * [Vocabulary - Guess the Meaning](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281152_Vocabulary%20Guess%20the%20Meaning.docx) * [Vocabulary - Linear Arrays](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281153_Vocabulary%20Linear%20Arrays.docx) * [Vocabulary - Own the Word](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281143_Vocabulary%20-%20Own%20the%20Word.doc) * [Vocabulary - Word Chart](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281146_Vocabulary%20-%20Word%20Chart.pdf) * [Vocabulary - Word Detective](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281147_Vocabulary%20-%20Word%20Detective.doc) * [Vocabulary - Word Map](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281148_Vocabulary%20-%20Word%20Map.pdf) * [Vocabulary Card](http://schoolweb.dysart.org/iplan/publicresources/00485_201006010829_Vocabulary%20Card.docx)   **Vocabulary**   * [Vocabulary - Don't Say 'Uh' Activity](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281140_Vocabulary%20-%20Don) * [Vocabulary - Euphemisms](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281142_Vocabulary%20-%20Euphemisms.docx) * [Vocabulary - Strategies](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281144_Vocabulary%20-%20Strategies.docx) * [Vocabulary - Stumpers Activity](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281145_Vocabulary%20-%20Stumpers%20activity.docx) * [Vocabulary - Word Strategies](http://schoolweb.dysart.org/iplan/publicresources/00485_201005281149_Vocabulary%20-%20Word%20Strategies.docx) * [Academic Vocabulary](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200907301405_Academic%20Vocabulary%20K-8.xlsx) * [Cross Curricular Vocabulary](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200907301408_Sonoran%208th%20Grade%20Vocabulary%202008-09.docx) |

**For all corrected hyperlinked documents for Additional Resources, please visit** [**http://gmsd-8ela-curriculum-guide.weebly.com/additional-resources.html**](http://gmsd-8ela-curriculum-guide.weebly.com/additional-resources.html)**.**

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| **Writing Organizers:**   * [5-Paragraph Essay and Paragraph Format for DUSD](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201002231202_5-Paragraph%20Essay%20and%20Paragraph%20Format%20for%20DUSD.docx) * [5-Paragraph Graphic Organizer](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201007301410_Planning%20Your%20Essay.docx) * [6-10 Argumentative Planner](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201205151510_6-10%20Argumentative%20Planner.docx) * [Analyze These Narratives](https://docs.google.com/a/dysart.org/document/d/1naOUEKjd4MzBBie5QK0k3U8S56UM8GFeIhSi9fzlopY/edit) * [Argumentative Paper Format](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201205151511_6-12%20Argumentative%20Paper%20Format.docx) * [Argumentative Planner](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201206071415_6-10%20Argumentative%20Planner.docx) * [Aristotelian Argument Format](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201205151604_Aristotelian%20Argument%20Format.docx) * [Organizers from Argumentative Writing Benchmarks 1-12](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201302251543_Organizers%20from%20Argumentative%20Writing%20Benchmarks%209-12.docx) * [Organizers from Informational Writing Benchmarks 1-12](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201302251543_Organizers%20from%20Informational%20Writing%20Benchmarks%201-12.docx) * [Organizers from Narrative Writing Benchmarks 1-12](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201302251542_Organizers%20from%20Narrative%20Writing%20Benchmarks%201-12.docx) * [Plot Diagram - Narrative Writing](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201207311045_Plot%20diagram.docx) * [Rhetorical Triangle Planning Guide - Narrative Writing](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201212121121_Rhetorical%20Triangle%20Planning%20Guide.doc) |

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| **Writing Resources:**   * [3-Minute Video on Writing Habits](http://asuonline.wistia.com/medias/8edcvoppew) * [6 Traits Rubrics by Trait](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908051526_6-Traits.zip) * [AIMS Practice Prompts](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201005251227_AIMS%20Practice%20Prompts.docx) * [Argument Guidelines and Avoiding Logical Fallacies](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201205151513_Argument%20Guidelines%20and%20Avoiding%20Logical%20Fallacies.docx) * [Baseline 6-8 Revision Criteria](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201205151517_Baseline%206-8%20Revision%20Criteria.docx) * [Common Core Writing Standards Mapped Across the Grades](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201007301357_CC%20Writing%20map%202.doc) * [Documentation Guide](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201212101537_Documentation%20Guide.docx) * [HOLISTIC Scoring Guide (Official AZ)](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201008041000_Official%20Scoring%20guide%207%2014%2010.pdf) * [Informational Text Structure Templates 6-12](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201309031509_Informational%20Text%20Structure%20Templates%206-12.docx) * [MODEL Essay 1 - 8th grade](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908061602_MODEL%20Essay%201%20-%208th%20grade.docx) * [MODEL Essay 2 - 8th grade](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908061604_MODEL%20Essay%202%20-%208th%20grade.docx) * [New Holistic Scoring Equivalency](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201301311356_New%20Holistic%20Scoring%20Equivalency.docx) * [Online Writing Reviser - SAS Curriculum Pathways](http://www.sascurriculumpathways.com/portal/Launch?id=4003&bhcp=1) * [Practice Prompts](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908021407_8th%20Grade%20Practice%20Prompts.docx) * [Research Protocol for DUSD](https://schoolweb.dysart.org/iplan/publicresources/g_00004_201205170906_Research%20Protocol%20for%20DUSD.docx) * [RUPR for Writing to a Prompt](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201102101434_RUPR%20for%20Writing%20to%20a%20Prompt.pdf) * [Sentence Leads](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200909251557_Sentence%20Leads.docx) * [Six Traits Posters](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201006031611_Six%20Traits%20Posters.zip) * [Smiley Face Writing Tricks and Examples - VOICE](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908250914_Smiley%20Face%20Writing%20Tricks%20and%20Examples%20-%20VOICE.docx) * [Smiley Face Writing Tricks Practice](http://schoolweb.dysart.org/iplan/publicresources/g_00004_200908091645_Smiley%20Face%20Writing%20Tricks%20Practice.docx) * [Using RAFTS to Label Prompts](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201102101432_Using%20RAFTS%20to%20label%20prompts.docx) * [Writing Fix Website - Lots of Ideas](http://writingfix.com/traits.htm) * [Writing Lessons K-8](http://www.schoolwidefundamentals.com/) * [Writing Websites](https://schoolweb.dysart.org//iPlan/PublicResources/g_00004_201308071434_Writing%20web%20resources.doc) * [Common Proofreading Symbols](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201006011525_Common%20Proofreading%20Symbols.docx) * [Online Student Writing Reviser](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201105251307_Writing%20Reviser%20for%20Student%20Writing.docx) * [Steps to Editing](http://schoolweb.dysart.org/iplan/publicresources/g_00004_201001050929_Steps%20to%20Editing.docx) |