* 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.8.3Support Standard(s):RL.8.1, RL.8.4 | Focus Standard(s): RI.8.2, RI.8.3Support Standard(s):RI.8.1, RI.8.4 | Focus Standard(s): W.8.2, W.8.7, W.8.9Support Standard(s):W.8.4, W.8.5,W.8.6, W.8.8,W.8.10 | Focus Standard(s): SL.8.1Support Standard(s): | Focus Standard(s): L.8.1a-b, L.8.2, L.8.4a-bSupport Standard(s): |
| Quarter 2 | Focus Standard(s): RL.8.5, RL.8.6Support Standard(s):RL.8.1, RL.8.2, RL.8.3, RL.8.4 | Focus Standard(s): RI.8.5, RI.8.6Support Standard(s):RI.8.1, RI.8.2, RI.8.3, RI.8.4 | Focus Standard(s): W.8.1, W.8.7, W.8.9Support Standard(s):W.8.4, W.8.5,W.8.6, W.8.8,W.8.10 | Focus Standard(s): SL.8.4, SL.8.5Support Standard(s):SL.8.1 | Focus Standard(s): L.8.1.c-d, L.8.3, L.8.4c-d, L.8.5Support Standard(s):L.8.1a-b, L.8.2, L.8.4a-b |
| Quarter 3 | Focus Standard(s): RL.8.7, RL.8.9Support 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.8.9Support 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.8.9Support 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.8.3Support Standard(s):SL.8.1, SL.8.4, SL.8.5 | Focus Standard(s): L.8.1, L.8.2, L.8.3Support Standard(s):L.8.4, L.8.5 |
| Quarter 4 | Focus Standard(s): RL.8.10Support 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.8.10Support 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.8.2Support 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.8.6Support 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.8.6Support Standard(s):L.8.1, L.8.2, L.8.3 |

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**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 ReadingRI.8.1, RI.8.2,RI.8.4 | Questioning TextsRI.8.1, RI.8.2,RI.8.4 | Analyzing DetailRI.8.1, RI.8.2, RI.8.4, RI.8.6,RI.8.9 | Explaining UnderstandingRI.8.1, RI.8.2, RI.8.4, RI.8.6, RI.8.10, W.8.2,W.8.9b | Discussing IdeasRI.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 ClaimsRI.8.1, RI.8.2,RI.8.6, SL.8.1 | Making Evidence-Based ClaimsRI.8.1, RI.8.2,RI.8.6, SL.8.1 | Organizing Evidence-Based ClaimsRI.8.1, RI.8.2,RI.8.6, SL.8.1 | Writing Evidence-Based ClaimsRI.8.1, RI.8.2,RI.8.6, SL.8.1,W.8.4, W.8.9b | Developing Evidence-Based WritingRI.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 InquiryRI.8.1, RI.8.2, SL.8.1, W.8.4, W.8.7, W.8.8, W.8.9b | Gathering InformationRI.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 UnderstandingRI.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 InquiryRI.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 PerspectiveRI.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 IssueRI.8.1, RI.8.2, RI.8.3, RI.8.4, SL.8.1, W.8.2 | Analyzing ArgumentsRI.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 PositionRI.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 ArgumentRI.8.1, SL.8.1, W.8.1, W.8.5, W.8.9b | Developing and Strengthening Argumentative WritingRI.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:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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.8.1RL.8.4W.8.3W.8.4W.8.5SL.8.1L.8.2L.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.8.2RI.8.5W.8.2SL.8.2L.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.8.5RI.8.2RI.8.7RI.8.6RI.8.8W.8.1SL.8.1L.8.2L.8.4L.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.8.3RI.8.8RI.8.9W.8.1SL.8.3SL.8.6L.8.2L.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.8.9RI.8.3W.8.2W.8.6W.8.8W.8.9SL.8.5L.8.1L.8.2L.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.8.3RL.8.6RL.8.7RI.8.4W.8.3SL.8.4L.8.2L.8.3L.8.5 |

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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.8.1RL/RI.8.2RL.8.3RL/RI.8.4RL/RI.8.5RL/RI.8.6RL/RI.8.7RL.8.9 | W.8.1W.8.3W.8.4W.8.5W.8.9SL.8.1L.8.2L.8.4L.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.8.2RI.8.4RI.8.6RI.8.8RI.8.9W.8.1W.8.4W.8.5W.8.7W.8.8W.8.9b | SL.8.2SL.8.3SL.8.4SL.8.5SL.8.6L.8.4L.8.6 |

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

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