

Grade: 8 Advanced
Course: Language Arts
Year: 2019-2020



Advanced English Language Arts Power Standards

Reading Literature:

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.

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, mood, and tone, including analogies or allusions to other texts.

RL. 8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Reading Information:

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.

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.

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.

Writing:

W. 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W. 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new”). b. 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”).

W. 8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Language:

L. 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

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.

[ODE Model Curriculum](#)

[ODE ELA Glossary from Standards](#)

Suggested Pacing	Content Standards What must students know and be able to do?	Advanced Learning and Performance Expectations	Assessment of Learning Options How will we know if they learned this skill?	Learning Resources Options What will we do if they didn't, and what if they did?
First Quarter				
	RL.8.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text. (Continue Q.2,3,4)	Determine the theme of a text and analyze how the theme relates to characters, setting, and plot as the story develops. Theme should be expressed as a thematic claim rather than a topic. Reader awareness of the theme and its relationship to other story elements enables advanced students to integrate these components into an objective summary. Advanced students are expected to analyze and evaluate textual evidence in terms of	<ul style="list-style-type: none"> - iReady diagnostic assessment (Fall window) -iReady individual lessons Standards based Project with Rubric - Exit tickets -Monthly ‘Book Report’- (one example- adjusted each quarter and per individual needs) or ‘I Love Reading’ assignment 	<ul style="list-style-type: none"> - Holocaust unit - Night, Diary of Anne Frank, Boy in the Striped Pajamas, other selected texts. - Holocaust Centers -Plot diagram -small group lessons (from iReady data)

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		<p>quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.</p>	<p>-Book Club discussions -Literature Circle Discussion (one example-adjusted each quarter and per individual needs Book Clubs (more peer driven than lit circles) -Think/Pair/Share-discussions and writing</p>	<p>-How to find theme youtube video LINK with lesson Teaching Theme the Metacognitive Way -Annotations Lesson (used all year) The Pearl (Steinbeck) Of Mice and Men (Steinbeck) <i>War of the Worlds</i> +<i>investigative journalism</i></p>
	<p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (Continue Q.2,3,4)</p>	<p>Advanced students should analyze at a higher level what a complex literary work’s dialogue or plot reveals about what a character in a story or drama thinks, says, or does to advance the story line. Advanced students should be able to explain how the action or dialogue move the story/plot/action forward.</p>	<p>-Monthly ‘Book Report’ or quarterly “I Love Reading” assignment -Commonlit.org -Book Club discussions -Literature CircleDiscussions -Think/Pair/Share-discussions and writing -Final Project for any book/story used in class. - The Pearl examples one and two</p>	<p>-Commonlit.org -small group lessons(from iReady data) -graffiti wall strategy -Literature book: -Sniper -War of Wall -Mother in Mannville - Osage Orange tree - The Pearl (Steinbeck) <i>The Crucible</i></p>
	<p>RI.8.2 Analyze informational text development. a. Determine a central</p>	<p>Determine the central idea of a text and analyze how the central idea relates to</p>	<p>-Monthly ‘Book Report’ or “I Love Reading”</p>	<p>-Timelines</p>

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	<p>idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text. (Continue Q.2,3,4)</p>	<p>supporting ideas as the text develops. The reader is looking for the evidence that helps the author convey the intended message to the audience. Reader awareness of the central idea and its relationship to other supporting details enables advanced students to integrate these components into an objective summary. Advanced students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of the text.</p>	<p>assignmentI -Book Club discussions -Literature Circle - Discussions -Think/Pair/Share-discussions and writing - Holocaust unit Theme projects -</p>	<p>https://www.commonlit.org/ https://www.readworks.org/ https://newsela.com/ -Small group lessons (from iReady data) -How to find theme youtube video LINK -Holocaust unit - “Night” - Elie Wiesel (done during Q3)</p>
	<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Continue Q.2,3,4)</p>	<p>Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text (e.g., through comparisons, analogies, or categories). Advanced students are expected cite implicit and explicit evidence in determining likeness and differences.</p>	<p>-Think/Pair/Share-discussions and writing</p>	<p>https://www.commonlit.org/ https://www.readworks.org/ https://newsela.com/ -Small group lessons (from iReady data)</p>
	<p>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. (Continue Q.2,3,4)</p>	<p>Advanced readers focus on the text structure of a single paragraph and particular sentences (e.g., main idea and supporting details, cause and effect, examples, description) in order to determine how the relationship between sentences within the paragraph work to refine a key concept.</p>	<p>-Nonfiction Station rotation</p>	<p>https://www.commonlit.org/ https://www.readworks.org/ https://newsela.com/ -Small group lessons (from iReady data)</p>
	<p>RI.8.6 Determine an author’s</p>	<p>Identify the author’s purpose and</p>	<p>-Think/Pair/Share-</p>	<p>https://www.commonlit.org/</p>

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	<p>perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Continue Q.2,3,4)</p>	<p>perspective to determine how an author acknowledges and responds to a position. Examine how an author’s perspective shapes the text. Examine the organization of ideas in the text to determine the ideas that signal and address opposing viewpoints. Advanced students are further expected to analyze an author’s perspective or claims and determine how an author uses <i>rhetoric</i> to develop text.</p>	<p>discussions and writing WW Argument</p>	<p>https://www.readworks.org/ https://newsela.com/ -Small group lessons(from iReady data) - Teen’s Gameplan For Life - Lou Holtz unit - “Night” - Elie Wiesel (done in Q3)</p>
	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details,</p>	<p>Advanced students are expected to write highly developed narratives to develop real or imagined experiences or events. Advanced students must organize a narrative that establishes a context and point of view, while introducing a narrator and/or characters. Narrative must have an event sequence that unfolds naturally (e.g. use of transition words, phrases and clauses) and logically. The conclusion must include a reflection of the narrative experience (e.g. what did the student learn from the experience or event, what might they do differently, what major themes did the characters learn). A writer’s use of language is also important in identifying his or her writing style. Writers make use of figurative and sensory language and details (language enriched by word images and figures of speech) and use dialogue, pacing, description, and reflection to stir the reader’s emotions, develop characters</p>	<p><u>Rubric and Checklists:</u> -Think/Pair/Share discussions EFL Display <u>On-demand writing</u></p>	<p>-Folder of this <u>Unit:</u> -Teen’s Game plan For Life - <u>Advice booklet</u> <u>Escape from Lakewood project.</u></p>

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	and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	and events, or convince the reader to come to the same conclusions about the topic as they have.		
	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (Continue Q.2,3,4)	Advanced students are expected to use technology, including the Internet, to produce, publish, and present information efficiently. Advanced students can use multiple platforms to interact and collaborate with others.	-On a daily basis with chromebooks	Wash Your Hands Chromebooks are Dirty!!
	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 (Continue Q.2,3,4)	Advanced students are expected to present claims with relevant evidence, valid reasoning, and well-chosen details with emphasis on the main points clearly, concisely, and logically. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker to compose and deliver presentations that are engaging, insightful, and articulated in a clear, concise manner and to promote active audience engagement.	Banned Book project Independent Projects -Rubrics for speaking -Final book Project Example here : EFL Display	www.PennyKittle.net www.KellyGallagher.net
	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (Continue Q.2,3,4)	Advanced students are expected to incorporate multimedia (e.g. PowerPoint, Prezi, Google Slides, Thinglink, iMovie) and visual displays in presentations to enhance claims, evidence, and interest. Advanced students should use these multimedia displays to create an engaging and visually appealing presentation.	Banned Book project Independent Projects -Rubrics for speaking -Final book Project Example here :	Flipgrid

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		<p>Additionally, advanced students should be instructed in digital citizenship and digital literacy in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding plagiarism.</p>	<p>EFL displays</p>	
	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. (Continue Q.2,3,4)</p>	<p>Writing conventions and grammatical structures help advanced students communicate clearly and concisely. With repeated and correct use, advanced students will be able to communicate ideas in writing and to express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation and using a range of strategies for spelling help advanced students grow more skillful in effectively communicating ideas. Advanced students should recognize and demonstrate that verbals are formed from verbs, but are never used alone as action words in sentences. Instead, verbals function as nouns, adjectives, or adverbs. Advanced students should be able to differentiate between verbs in active voice and passive voice. Advanced students should be able to recognize and correct inappropriate use of voice and shifts in mood. Advanced students should be able to form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p>MobyMax.com</p> <p>-Included in ALL writing rubrics, and project rubrics</p>	<p>Daily Language Activities</p>

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	<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. <u>(Continue Q.2,3,4)</u></p>	<p>Advanced students should demonstrate command of the conventions of punctuation, including the use of ellipses, capitalization and spelling when writing. Advanced students will emphasize parallel structures.</p>	<p>MobyMax.com</p> <p>-Included in ALL writing rubrics, and project rubrics</p>	
	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <u>a.</u> 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. <u>c.</u> 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. <u>d.</u> 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). <u>(Continue Q.2,3,4)</u></p>	<p>Advanced students should understand that a reader’s recognition and understanding of an author’s choice of words is crucial for comprehension of text. Knowledge of word origins(Greek and Latin stems), word relationships, literary as well as context clues and reference materials, aids in understanding complex words and new subject-area vocabulary</p>	<p>MobyMax.com</p> <p>- iReady instructional lessons.</p> <p>-Literature Circles- Work and discussions</p> <p>Word Within the Word by Michael Clay Thompson</p>	
	<p>L.8.5 Demonstrate understanding of</p>	<p>Advanced student comprehension is</p>	<p>MobyMax.com</p>	

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	<p>figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). (Continue Q.2,3,4)</p>	<p>enhanced when as readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer’s words, and recognize nuances in word meanings. (Connotation/Denotation) Advanced students should recognize that context clues help create meaning and can determine the different meanings of words. Advanced students should be further expected to present information, findings, and supporting evidence clearly, concisely, and logically</p>	<p>-iReady instructional lessons -Incorporated into WW: -Memoir Unit (If/Then Book) Q1</p>	
Second Quarter				
	<p>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.</p>	<p>Advanced readers should be able to analyze the similarities and differences of the text structures of two or more texts. An author’s style or distinctive manner of expression can be distinguished through his/her use of language, literary elements, and/or literary techniques. Examine the purpose of the structure, how the structure of a text has an influence on the way a text is written and how the structure contributes to meaning.</p>	<p>-iReady individual lessons -Standards based Project with Rubric. - Exit tickets -Monthly ‘Book Report’ or “I Love Reading’ assignmentI -Book Club discussions -Literature Circle Discussions -Think/Pair/Share- discussions and writing</p>	<p>-Venn diagram</p>

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			-WW: -Literary Essay Unit, Bend 2, (done in Q3)	
	<p>RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.</p>	<p>Advanced readers consider how the various points of view and perspectives of the characters and the audience function together to create effects such as suspense and humor. Determine how effects, such as dramatic irony, are used to create humor or suspense. Advanced students should also analyze cases in which the point of view and/or perspective may be communicated through a literary device that may disguise it.</p>	<p>-iReady individual lessons - Standards based Project with Rubric.</p> <p>- Exit tickets</p> <p>-Monthly ‘Book Report’ or ‘I Love Reading’ assignmentI</p> <p>-Book Club discussions</p> <p>-Literature Circle Discussions</p> <p>-Think/Pair/Share-discussions and writing</p>	<p>-Holocaust unit - reading “Night”</p> <p>All Summer in Day The Veldt Lose Now Pay Later The Fun They Had</p> <p><i>The Raven, The Pit and the Pendulum, The Fall of the House of Usher</i></p>
	<p>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.</p>	<p>Advanced readers focus on the text structure of a single paragraph and particular sentences (e.g., main idea and supporting details, cause and effect, examples, description) in order to determine how the relationship among certain sentences within the paragraph work to refine a key concept. Advanced students should also analyze how authors use <i>rhetoric</i> to develop a text.</p>	<p>-Book Club discussions</p> <p>-Literature Circle Discussions</p> <p>-Think/Pair/Share-discussions and writing</p> <p>-WW: Position Paper, book 3</p> <p>-WW, Literary Essay, Book 2</p>	<p><i>Mock Trial witness testimonies</i></p>

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	<p>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.</p>	<p>Advanced students should identify the argument and claims within a text. When evaluating an author’s argument, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint. Advanced students should also identify fallacious reasoning.</p>	<p>-Monthly ‘Book Report’ or ‘I Love Reading’ assignmentI -Commonlit.org -Book Club discussions -Literature Circle Discussions -Think/Pair/Share-discussions and writing</p>	<p><i>Mock Trial witness testimonies</i></p>
	<p>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.</p>	<p>When comparing multiple texts with opposing viewpoints, readers should understand the difference between facts and the author’s interpretation of the facts. Advanced students should be able to synthesize all sources to determine the actual events vs. the biased views. Advanced students may also analyze U.S. documents of historical significance with regard to themes and concepts..</p>	<p>-Book Club discussions -Literature Circle Discussions -Think/Pair/Share-discussions and writing</p>	<p>https://www.commonlit.org/ <i>Mock Trial witness testimonies</i> Washington’s Farewell Address Gettysburg Address</p>
	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate,</p>	<p>Advanced students should establish a thesis or thesis statement as a foundation for their argument and informative/explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples,</p>	<p>-Argument Essay with Counterclaim: Rubric -WW Position Papers, Book 3 and on-demand writing -See checklists and rubrics here:</p>	<p>- Curated list of articles for pro and con of issues ProCon.org - Pros and Cons of Controversial Issues -WW Position Paper Folder</p>

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	<p>credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>details, and/or statistics.</p> <p>Advanced students then explain, in their own words, the relevance of the evidence to their claims (and counterclaims), which is called analysis.</p> <p>Advanced students must provide a conclusion that restates the thesis, summarizes the main points in the text, and provokes further or deeper thinking from the reader (e.g., prediction, recommendation, revelation, final thought, call to action, or a moral of the argument).</p> <p>The final thought (to provoke further or deeper thinking) should be broad in scope and leave the reader thinking about next steps or new ideas</p>		<p><i>Mock Trial</i> +opening statements +direct questioning +cross questioning +closing statements</p>
	<p>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.</p>	<p>Advanced writers should be able to gather data and other relevant information from credible sources both online and in print in order to answer a research question and add to the topic in engaging and relevant ways</p>	<p>-See above Rubrics/checklists for Persuasive Essay</p>	<p>-Pre-research for Holocaust unit - example</p>
	<p>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</p>	<p>Resources should be used wisely by direct quotes or paraphrasing, both of which require the writer to cite properly, using a standard format, to avoid plagiarism. More important than the exact rules of a particular format would be the rules of what elicits a citation and what does not. Advanced writers need to be able to</p>	<p>-See above Rubrics/checklists for Persuasive Essay</p> <p>-Paul Revere Comparison Essay with Rubric</p>	<p>Paul Revere unit - <i>Holocaust book report report</i></p>

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	format for citation. (Continue Q3,4)	determine IF they need to cite a piece of information they have included in their writing, and then they need to know HOW to find citation style guides when they need guidance.		
	SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Advanced students are expected to initiate and participate in a range of collaborative discussions. They are expected to integrate multiple sources of information, referring to evidence from texts and other research on the topic or issue, while evaluating the credibility and accuracy of each source. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of better examining issues, evaluating opinions, arguing points, making judgments, building understanding, and persuading others by evidence and identifying faulty reasoning. Students are expected to respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and make new connections in light of the reasoning and evidence presented.	- Exit tickets	-World Cafe activity - Holocaust unit example <i>Mock Trial</i> +opening statements +direct questioning +cross questioning +closing statements
	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or	Advanced students are expected to present information, findings, and supporting evidence clearly, concisely, and logically Further, advanced students should understand that a reader’s recognition and understanding of an author’s choice of words is crucial for comprehension of text.	-Book Club and Literature Circle notes/discussions Weekly vocab quizzes. -iReady instructional lessons	Weekly vocab practice

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	<p>function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Knowledge of word origins, word relationships, literary as well as context clues and reference materials, aids in understanding complex words and new subject-area vocabulary.</p>		
<p>Third Quarter</p>				

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	<p>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.</p>	<p>Advanced students analyze the written version to multimedia version(s) (e.g., film, live production, drama) in order to evaluate how one version is different and/or contributes to the reader’s understanding. They analyze how the directors and actors’ interpretations and 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. Analyze how an author alludes to traditional and biblical text when creating a new work, which requires an examination of the author’s use of literary material (e.g., theme, patterns of events, character types, settings, language, interpretation). Also, advanced students are expected to analyze a topic or subject in two different mediums, as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).</p>	<p>-iReady Diagnostic assessment (winter window) -Comparison Essay with rubric</p>	<p>Generic Compare/Contrast Used with WW Book 2: Literary Essay <i>The Crucible</i> <i>Odyssey, Iliad, Aeneid plays</i></p>
	<p>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 idea.</p>	<p>Advanced students are expected to delineate and evaluate an author’s argument, analyze U.S. documents of historical significance, and analyze accounts of a subject told in different mediums.</p>		<p>Paul Revere unit -</p>
	<p>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. a.</p>	<p>Advanced students are expected to write various informative/explanatory texts throughout the academic year to support a thesis statement to support claims, convey valid reasoning, and provide relevant and</p>	<p>-WW Literary Essay Book 2 with final essay with Rubric and on-demand writing -Paul Revere Comparison</p>	<p>Paul Revere unit - -Thematic Essay Folder</p>

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	<p>Establish a clear thesis statement to present information. b. 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 to aid comprehension, if needed. c. Develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>sufficient reasoning.</p> <p>The introductory section of the informative/explanatory text should provide background knowledge of the topic and include a guiding thesis statement (single sentence).</p> <p>In the body of the text, advanced students should provide evidence (facts, definitions, concrete details, quotations, or other information and examples) that specifically relates to the topic (which stems from the thesis statement) and explain/elaborate how the topic and evidence support each other. Ideas, concepts, and information may be organized into broad categories using headings, charts, graphs, and or multimedia to aid comprehension.</p> <p>Advanced students must provide a conclusion that restates the thesis, summarizes the main points in the text, and provokes further or deeper thinking from the reader (prediction, recommendation, revelation, final thought, or call to action). The final thought (to provoke further or deeper thinking) should be broad in scope and leave the reader thinking about next steps or new ideas. Appropriate transitions and domain-specific vocabulary (content vocabulary) should be included in a formal style.</p>	<p>Essay with Rubric</p> <p>-Thematic Essay Checklists/Rubrics:</p> <p>Literary Folder</p>	<p>Poetry Unit Folder (Q4)</p> <p><i>Holocaust Book Report Report</i></p>
	<p>SL.8.2 Analyze the purpose of</p>	<p>Advanced students are expected to</p>		

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	information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation	distinguish the purpose of a variety of media formats in order to determine why the author selected the specific format and how the audience is considered. Social, commercial, and political motives are evaluated to determine the effectiveness of the author’s purpose as shaped by his/her perspective.		
Fourth Quarter				
	RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new	Advanced students are expected to analyze a topic or subject in two different mediums, as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).	-iReady diagnostic assessment (Spring window)	Gilgamesh video
	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Advanced students are expected to use language (including formal English when appropriate) that matches the context and task of the presentation.	-Speech performance	-Analyze speeches and pick one to perform. <i>Walt Whitman Poetry</i> <i>Shakespeare play</i>

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Vision of a Lakewood Graduate: 8th Grade Advanced Language Arts Focus



- Taught throughout the year with acknowledging each other's opinions
- Watching/analyzing/objectively summarizing CNN student news
- WWII units- learning about the Holocaust through Literature
- Position Paper Unit, Bend 2: Learning about Child Soldiers and Undocumented Citizens
- Short stories from around the world to increase awareness of student's place in the world
- Service projects to help those in need
- Mock Trial gives the experience of jurisprudence



- Daily Think/Pair Share
- At least twice a quarter presentations with meeting speaking/listening standards
- Regular updates on Progressbook with notes added as needed per student
- Regular updates on 8th Grade Homework page
- Positive postcards sent to parents by team
- Email blasts with updates to parents throughout the quarter
- Class websites with information, calendar, assignments for advanced students and parents to share in communication process
- Mock Trial demonstrates the importance of listening in order to respond

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- Work entered in Progressbook can be revisited and corrected (for most assignments)
- Many lessons are layered throughout the year- basics taught first quarter and built upon other quarters
- Checking progress on iReady
- Emphasis on our learning from mistakes
- Monthly book reports and quarterly I love reading paper: direct instruction at start as advanced students gradually work on own learning from previous mistakes
- Movement of advanced students into high school mindset



- Daily Think/Pair/Share
- Close reading- with annotations- weekly
- Finding/citing textual evidence
- Argumentative practices: arguing both sides of a topic (whether or not one agrees, but to see both sides)
- Providing counterclaims
- Writing poetry
- Final projects - all units
- Openness to others' opinions modeled/expected
- Banned Book project - decision to keep or ban a book with evidence/support
- Mock Trial preparation provides real life collaborative critical thinking
- Mock Trial execution allows for real time adaptability and thought/expression



- Daily Think/Pair/Share
- Literature discussions
- Peer edits
- Small group projects
- Meeting with teacher during study halls, after school, etc.
- Paul Revere Unit - advanced students work in pairs or collaborative groups to complete complex tasks and write an essay (together) as final assessment
- Escape From Lakewood Project
- Readers Theater Trilogy
- Mock Trial teams showcase group effort towards a common goal



- Discussions beginning day one in reference to heritage
- CNN student news- open discussions
- WWII/Holocaust unit
- Book clubs Q1- variety of books with different ethnicities as well as special needs, etc. Q2- WWII/Holocaust- variety of topics and different country's perspectives
- Differentiating lessons daily
- Providing a multitude of options (books, short stories, writing choices, etc)
- Providing extended time, as needed
- Service projects to help those in need

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- Mock Trial promotes respect toward academic adversaries