



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
2014-2015

Subject Content: ELA Grade 8

Throughout the year and during the course of each unit, the following supporting standards should be embedded daily building on the complexity of each standard – *for example, #L1b. may begin with forming and using verbs in the passive voice, then progressing to forming, using, and changing verbs in the active voice, which students will do as the year progresses* – (possibly in the forms of P.O.D., bell work/exit slips, editing/revising writing stages, mini-tasks, or review lessons):

Language Standards

Conventions of Standard English

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.
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.

Knowledge of Language

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

Vocabulary Acquisition and Use

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 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, and 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).
5. Demonstrate understanding of 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).
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.

Throughout the year and during the course of each unit, the following standards should be embedded daily (possibly using formative assessment strategies, classroom activities, grouping, role-play, tracking sheets, student self-evaluation checklists, various discussion methods, student-generated questions, journaling, reflection notebooks, critiquing, student debates, student speeches, student-created audio/visual presentations, etc.):

Speaking and Listening Standards

Comprehension and Collaboration

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.
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.
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.

Presentation of Knowledge and Ideas

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.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Throughout the year and during the course of each unit, the following standards should be embedded using the writing process steps, conferencing techniques (student-teacher and peer-partnering), on-demand tasks, and constructed response (short and extended) assessments:

Writing Standards

Production and Distribution of Writing

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

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.

Range of Writing

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.

LEARNING TARGETS FOR ALL THE ABOVE ONGOING STANDARDS CAN BE ACCESSED THROUGH KDE WEBSITE

<http://education.ky.gov/curriculum/ELA/Pages/ELA-Deconstructed-Standards.aspx>

Weeks 1 – 6	
Unit 1 Topic: Narratives – Real and Imagined	
<u>Kentucky Core Academic Standards</u>	“I CAN” STATEMENTS
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.	<ul style="list-style-type: none"> • I can analyze the text by making inferences about what it says that is not directly stated. • I can analyze the text by evaluating which evidence most strongly supports the identified key ideas. • I can cite the evidence used to make inferences not explicitly stated in the text.
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<ul style="list-style-type: none"> • I can analyze the development of a theme or central idea over the course of a text. • I can analyze its relationship to the literary elements over the course of a text. • I can provide an objective summary of the text.
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> • I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions. • I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.

<p>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.</p>	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases, including figurative and connotative meaning, as they are used in a text. • I can analyze the impact of word choice on meaning and tone of a text. • I can analyze the impact of analogies and allusions to other texts on meaning and tone.
<p>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.</p>	<ul style="list-style-type: none"> • I can determine strongly supporting details for what is explicitly stated and inferences made. • I can make inferences about what is said in the text. • I can analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred).
<p>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.</p>	<ul style="list-style-type: none"> • I can determine the relationship of ideas that support the central idea. • I can analyze the development of the central idea over the course of the text. • I can provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.
<p>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.</p>	<ul style="list-style-type: none"> • I can compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints. • I can analyze the techniques the author uses to respond to conflicting evidence. • I can support an analysis with examples from the text.
<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.</p> <p>W.8.3 (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.</p> <p>W.8.3 (b): Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.8.3 (c): Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.8.3 (d): Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<ul style="list-style-type: none"> • I can write a narrative to develop real or imagined experiences or events. • I can engage the reader by establishing a context with point of view, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically. • I can use techniques such as: dialogue, pacing, description, and reflection to develop experiences, events, and characters. • I can use a variety of transitions to convey sequence, signal shifts, and reflect relationships. • I can use appropriate, precise, descriptive sensory language.

W.8.3 (e): Provide a conclusion that follows from and reflects on the narrated experiences or events.			<ul style="list-style-type: none"> I can end my narrative with a reflective conclusion. 		
CURRICULUM			CURRICULUM		
Week 1	Weeks 2	Weeks 3	Week 4	Week 5	Week 6
Identify Sub-Topics Literary Elements Setting Point of View Purpose	Identify Sub-Topics Literary Devices Theme Character Motivation Plot Development Conflict	Identify Sub-Topics Informational Text Central Idea Supporting Evidence Objective Summary	Identify Sub-Topics Implicit textual evidence Explicit textual evidence Conflicting evidence Inferences	Identify Sub-Topics Denotation Connotation Figurative Language Tone/Mood	Identify Sub-Topics Narrative Writing
G.U.M. Review: Capitalization Abbreviations	G.U.M. Review: Subject-Verb Agreement Verb Tense	G.U.M. Review: Pronoun-Antecedent Agreement & Number	G.U.M. Review: Fragments & Run-ons Complete Sentences	G.U.M. Review: Confusing Words Homonyms/Homophones	G.U.M. Review: Punctuation End Marks & Commas
EXPLORE PREP: English – Capitalization Review (Test at 85% success), Nouns/Pronouns Review Literature – Genre Review, Practice Books for Reading Writing – Review key elements of narratives, basic test-taking skills Vocabulary – ACT/SAT word lists	EXPLORE PREP: English – Punctuation Review, Review Verbs Literature – Review/Teach the 6 Reading Strategies (Predict, Visualize, Connect, Question, Clarify, Evaluate), Review literary elements and devices Writing – Review key elements of short stories, practice grammar skills Vocabulary – ACT/SAT word lists	EXPLORE PREP: English – Sentence Structure (subject/predicate, fragments, run-ons, compound, complex) Literature – Review poetry elements and poetic devices, reading practice books Writing – Review types of poems (form) Vocabulary – ACT/SAT word lists	EXPLORE PREP: English – Review Adjectives/Adverbs, Subject/Verb Agreement Literature – Review Informational Forms (e.g., article, newsletter), teach/review text features, organization, parts of a book (content reading), teach works cited/bibliography Writing – Review key elements of an article Vocabulary – ACT/SAT word lists	EXPLORE PREP: English – Review Prepositions and types of phrases/clauses Literature – Review persuasive forms (e.g., speech, editorial), review basic persuasive techniques, reading practice books Writing – Review key elements of speech Vocabulary – ACT/SAT word lists	EXPLORE PREP: English – Review Interjections and Conjunctions Literature – Review nonfiction elements and specific genres (e.g., biography vs. autobiography) Writing – Teach MLA or APA style and discuss research/resources Vocabulary – ACT/SAT word lists
I CAN STATEMENTS: I can analyze the text by making inferences about what it says that is not directly stated. I can analyze the text by evaluating which	I CAN STATEMENTS: I can analyze the development of a theme or central idea over the course of a text. I can analyze its relationship to the	I CAN STATEMENTS: I can provide an objective summary of the text. I can determine the relationship of ideas	I CAN STATEMENTS: I can determine strongly supporting details for what is explicitly stated and inferences made. I can make inferences about what is said in the	I CAN STATEMENTS: I can determine the meaning of words and phrases, including figurative and connotative meaning, as they are used in a text.	I CAN STATEMENTS: I can write a narrative to develop real or imagined experiences or events. I can engage the reader by establishing a context with point of view,

<p>evidence most strongly supports the identified key ideas.</p> <p>I can cite the evidence used to make inferences not explicitly stated in the text.</p>	<p>literary elements over the course of a text.</p> <p>I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions.</p> <p>I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.</p>	<p>that support the central idea.</p> <p>I can analyze the development of the central idea over the course of the text.</p> <p>I can provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.</p>	<p>text.</p> <p>I can analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred).</p> <p>I can compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints.</p> <p>I can analyze the techniques the author uses to respond to conflicting evidence.</p> <p>I can support an analysis with examples from the text.</p>	<p>I can analyze the impact of word choice on meaning and tone of a text.</p> <p>I can analyze the impact of analogies and allusions to other texts on meaning and tone.</p>	<p>introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically.</p> <p>I can use techniques such as: dialogue, pacing, description, and reflection to develop experiences, events, and characters.</p> <p>I can use a variety of transitions to convey sequence, signal shifts, and reflect relationships.</p> <p>I can use appropriate, precise, descriptive sensory language.</p> <p>I can end my narrative with a reflective conclusion.</p>
<p>Critical Vocabulary</p> <p>Genre Audience Author’s Purpose Setting Context Clues Point of View Mood</p>	<p>Critical Vocabulary</p> <p>Literary Elements Plot Development Characters Theme Literary Devices Symbols Dialogue Incidents</p>	<p>Critical Vocabulary</p> <p>Literary Nonfiction Literacy Review Objective Summary Textual Evidence Central Idea Supporting Details Cite</p>	<p>Critical Vocabulary</p> <p>Explicit textual evidence Implicit textual evidence Conflicting evidence Inferences Viewpoint Sensory Details Narrator Etymology</p>	<p>Critical Vocabulary</p> <p>Connotative Meaning Denotative Meaning Figurative Language Analogies Allusions Tone Reference materials</p>	<p>Critical Vocabulary</p> <p>Narrative Techniques [dialogue, pacing, description, reflection] Logical Context Transitions Organization Sequence of Events Literal vs. Figurative</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Establish routines and procedures that promote responsibility 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Additional Resource- Exploring Setting (knowledge and skills) 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Model and use Think Aloud during reading “The Great Rat Hunt”. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Reinforce routines and procedures adding additional structures 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Mini Lesson on Connotation and Denotation 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> After reading short stories, have students explore their own style

<p>for learning and focus on becoming independent readers and writers.</p> <ul style="list-style-type: none"> • Use a genre group discussion to establish guidelines for classroom discussions (accountable talk). • Mini lesson on Graphic Organizers (What they are? Why do we use them?) and reinforce the use of notebooks and journals as tools. • Select a graphic organizer to use with two read alouds (e.g., “Alphabet City” and “City By Numbers”). • Discuss Author’s Purpose. • Discuss using pictures books to examine setting. • Students use a T-chart to record observations and later list advantages and disadvantages in their response journal. • Use Cloze strategy to teach context clues for unfamiliar words. • Introduce cooperative structures with a Peer Discussion - Discuss responses w/partner. • Introduce Vocabulary Logs. • Project – students make a collage • Share lots of books 	<p>necessary to read for setting) from <i>ReadWriteThink</i> http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-setting-constructing-character-1094.html</p> <ul style="list-style-type: none"> • Students write ideas in their journal about setting, characters, and theme after reading several short stories (e.g., “Nine Stories”, “The Umbrella Man”, “Charles”, “Stop the Sun”, “Checkouts”). • Discuss how each author has incorporated setting as an integral part of the story and other relationships among the elements. • Have students create a concept map about the theme of a story that visually portrays how characterization, plot, setting, symbols, and other literary devices contribute together to develop the theme. • Administer short extended response tasks. • Read two short stories then compare and contrast • Have students write a 	<ul style="list-style-type: none"> • Complete a Literature Response explaining how the setting impacts the memoir. • Have students cite the textual evidence, as well as draw inferences, about Yep and his father in the memoir that most strongly supports their analysis of how the father/son relationship changes after an important conversation. • Read “The Enormous Crocodile”. • Have students summarize the story: http://www.readwritethink.org/files/resources/lesson_images/lesson290/Template.pdf • Begin student conferences to initiate goal-setting process. • Use a QAR to guide students in developing and understanding how to answer questions about their reading. • Review on-demand writing strategies. • Have students read and compare two poems. 	<p>as needed.</p> <ul style="list-style-type: none"> • Read “Flowers for Algernon”. • Complete a Graphic organizer with details about characters, setting, plot and theme. Details should include textual evidence (explicit and implicit). • Think-pair-share activity. • Have students analyze what techniques the author uses to show Charlie’s progress and decline in the story by analyzing changes in punctuation, grammar, spelling, and syntax, as well as the sophistication of the ideas Charlie expresses. • Have students write an essay for an audience familiar with the story and follows conventions of English. • Mini Lesson on word origins and Multiple-Meaning words. • Have students write an article. 	<ul style="list-style-type: none"> • Complete Additional Resource-Word Map-Vocabulary Strategy from <i>ReadWriteThink</i> (use the short story provided or one of teacher’s choices). Work through Word Map and have group discussion before independent work. • Complete Word Map independently selecting a word from the short story read and use reference materials to help complete the map. • Read poems (e.g., “Fear”, “Identity”, “Chicago”) and discuss the figurative language and narrative poetry connections to elements. • Have students complete a double entry journal to cite textual evidence to support analysis and inferences from the poems. • Administer extended response tasks. • Have students write a speech. 	<p>of writing. Compare and contrast the following aspects of the stories: Which author orients the reader to a story in a manner that is similar to your own? What sensory details do authors use that you like to use too? How does the author incorporate setting as an integral part of the story?</p> <ul style="list-style-type: none"> • Use mentor texts. • Discuss good beginnings and endings of narrative writing: http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/poet.htm • Have students draft a narrative about a real or imagined experience that explores the effect of setting on characters and plot. (You may conduct brief research on a city of choice and incorporate facts about that city into your story, if needed.) • Have students publish their story as a podcast or on a class blog and request feedback from peers.
--	---	---	--	--	--

<p>and authors with students (your favorites, Newberry or Caldecott winners)</p> <ul style="list-style-type: none"> • Have students write a personal narrative 	<p>short story.</p>				
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Discussions (Group/Pair) • Journals • Graphic Organizers • Word Log (personal dictionary) <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Setting Maps for each short story • T-Chart to compare and contrast authors' use of setting in two short stories read. <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Anticipation Guides • Quick Writes • Reading Conferences • Exit Slips <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Writes • Student Self-Evaluations • Exit Slips <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Group Word Maps-Graphic Organizer • Independent Word Map • Literature Response Journals <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Drafts • Peer Feedback Forms • Writing Conferences • Entrance/Exit Slips <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Common Core Standards Unit Maps • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano's Vocabulary Instruction That Works • <i>McDougal Littell</i> • ReadWriteThink.org • KCAS ELA Appendix • <i>Discovery Education</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Common Core Standards Unit Maps • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano's Vocabulary Instruction That Works • <i>McDougal Littell</i> • ReadWriteThink.org • KCAS ELA Appendix 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Common Core Standards Unit Maps • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano's Vocabulary Instruction That Works • <i>McDougal Littell</i> • ReadWriteThink.org • KCAS ELA Appendix 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Common Core Standards Unit Maps • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano's Vocabulary Instruction That Works • <i>McDougal Littell</i> • ReadWriteThink.org • KCAS ELA Appendix 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Common Core Standards Unit Maps • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano's Vocabulary Instruction That Works • <i>McDougal Littell</i> • ReadWriteThink.org • KCAS ELA Appendix 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Common Core Standards Unit Maps • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano's Vocabulary Instruction That Works • <i>McDougal Littell</i> • ReadWriteThink.org • KCAS ELA Appendix • <i>Discovery Education</i>

	• <i>Discovery Education</i>	• <i>Discovery Education</i>	• <i>Discovery Education</i>	• <i>Discovery Education</i>	
Suggested Independent Readings: <i>Home of the Brave, Firegirl, The House on Mango Street, Uglies, Zen and the Art of Faking It</i>					

Weeks 7 - 12	
Unit 2 Topic: Take a Stand & Make Informed Decisions	
<u>Kentucky Core Academic Standards</u>	“I CAN” STATEMENTS
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.	<ul style="list-style-type: none"> • I can compare and contrast the structure of two literary texts. • I can analyze how the structure of each text contributes to its meaning and style.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<ul style="list-style-type: none"> • I can cite examples from the text where characters with different points of view create suspense or humor. • I can analyze how the characters’ and the audience’s varying points of view create humor and suspense.
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.	<ul style="list-style-type: none"> • I can determine the relationship of ideas that support the central idea. • I can analyze the development of the central idea over the course of the text. • I can provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.
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.	<ul style="list-style-type: none"> • I can analyze the role that a particular sentence plays in the paragraph in developing and refining the key concept. • I can analyze the structure of specific sentences in developing the paragraph.
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.	<ul style="list-style-type: none"> • I can compare and contrast the author’s evidence and/or viewpoints to the conflicting evidence and/or viewpoints. • I can analyze the techniques the author uses to respond to conflicting evidence. • I can support an analysis with examples from the text.

<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>	<ul style="list-style-type: none"> • I can evaluate the advantages of using print, digital text, video, and multimedia to present a topic or idea. • I can evaluate the disadvantages of using print, digital text, video, and multimedia to present a topic or idea. 				
<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>	<ul style="list-style-type: none"> • I can delineate the argument and specific claims in a text. • I can classify evidence as relevant/irrelevant, reasoning as sound/unsound, and evidence as sufficient/insufficient in informational text. • I can evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence. 				
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1 (a): Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1 (b): Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1 (c): Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1 (d): Establish and maintain a formal style.</p> <p>W.8.1 (e): Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • I can write an argument which supports claims with clear, logical reasons and relevant evidence. • I can introduce claims that acknowledges and distinguishes claim(s) from alternate or opposing claims. • I can demonstrate logical organization of reasons and evidence, cite credible and accurate sources of information, and demonstrate an understanding of the topic or text. • I can use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence. • I can establish and maintain a formal style. • I can provide a concluding statement that follows from and supports the argument presented. 				
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week12
Identify Sub-Topics Setting Connections Suspense Characterization	Identify Sub-Topics Structure Style Irony	Identify Sub-Topics Illustrating Creditability Compare/Contrast	Identify Sub-Topics Sound Reasoning Classification of Evidence	Identify Sub-Topics Outlining Techniques of Argumentation	Identify Sub-Topics On-Demand Writing Argumentative
G.U.M. Review: Punctuation (commas, parentheses, dashes) to set off nonrestrictive elements	G.U.M. Review: Sentence Patterns (Interest and Style)	G.U.M. Review: Consistency (Style and Tone)	G.U.M. Review: Phrases and Clauses	G.U.M. Review: Misplaced and Dangling Modifiers	G.U.M. Review: Precise/Concise Language Eliminating Wordiness and Redundancy

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
<p>I can cite examples from the text where characters with different points of view create suspense or humor.</p> <p>I can analyze how the characters' and the audience's varying points of view create humor and suspense.</p>	<p>I can compare and contrast the structure of two literary texts.</p> <p>I can analyze how the structure of each text contributes to its meaning and style.</p>	<p>I can analyze the role that a particular sentence plays in the paragraph in developing and refining the key concept.</p> <p>I can analyze the structure of specific sentences in developing the paragraph.</p> <p>I can compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints.</p> <p>I can analyze the techniques the author uses to respond to conflicting evidence.</p> <p>I can support an analysis with examples from the text.</p>	<p>I can delineate the argument and specific claims in a text.</p> <p>I can classify evidence as relevant/irrelevant, reasoning as sound/unsound, and evidence as sufficient/insufficient in informational text.</p> <p>I can evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.</p>	<p>I can determine the relationship of ideas that support the central idea.</p> <p>I can analyze the development of the central idea over the course of the text.</p> <p>I can evaluate the advantages of using print, digital text, video, and multimedia to present a topic or idea.</p> <p>I can evaluate the disadvantages of using print, digital text, video, and multimedia to present a topic or idea.</p> <p>I can provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.</p>	<p>I can write an argument which supports claims with clear, logical reasons and relevant evidence.</p> <p>I can introduce claims that acknowledges and distinguishes claim(s) from alternate or opposing claims.</p> <p>I can demonstrate logical organization of reasons and evidence, cite credible and accurate sources of information, and demonstrate an understanding of the topic or text.</p> <p>I can use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence.</p> <p>I can establish and maintain a formal style.</p> <p>I can provide a concluding statement that follows from and supports the argument presented.</p>

<p>Critical Vocabulary</p> <p>Author’s Point of View Atmosphere Suspense Setting Connections Motives Rhetorical Question Evidence</p>	<p>Critical Vocabulary</p> <p>Text Structures Dramatic Irony Verbal Irony Puns Support Argument Prose Debate</p>	<p>Critical Vocabulary</p> <p>Delineate Autobiography Biography Speech Citation Proposition Credibility Claims Facts / Opinions</p>	<p>Critical Vocabulary</p> <p>Imagery Portrayal Opposing Evidence Opposing Viewpoint Counterclaims Pro / Con Position Substantiated</p>	<p>Critical Vocabulary</p> <p>Nonfiction Outline Argumentation Characteristics Perspective Diverse Media Plagiarism Active/Passive voice</p>	<p>Critical Vocabulary</p> <p>Communicative Article Editorial Speech Business Letter Essay Mentor Text Issues Relevance</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read short stories (e.g., “The Bet”, “The Tell-Tale Heart”, “The Raven”) and have students take notes in their journal or notebook about the story characters, plot, theme and setting. • Think aloud about how the setting affects the story and how different points of view of characters create atmosphere of suspense: <ul style="list-style-type: none"> ☞ Who is/are the major character(s)? ☞ What is the problem face by the character(s)? ☞ How does he/she/they resolve the problem? ☞ What is the theme? 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read various poems (e.g., “Annabel Lee”, “Mother to Son”, “I Hear America Singing”, “The Song of Wandering Aengus”, “The Railway Train”, “Mending Wall”, “Ode to Thanks”) and discuss how the structure contributes to the meaning. • Watch Annabel Lee on Youtube http://www.youtube.com/watch?v=C4b_b_6MmgZo • Have student groups choose a poem to debate point of view in character. • Think-pair-share activity for analyzing how the author’s 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read the autobiography excerpt from “Still Me by Christopher Reeves” and “Speech by Christopher Reeves” and discuss how the structure of the texts contribute to the meaning. • Have students cite at least three examples from each text to illustrate how their approaches to the topic are similar and different. • Read the speech “One Million Volumes” and discuss the author’s purpose. • Have student groups discuss the 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read the magazine article “Do Try This at Home” and discuss the techniques of mental imaging that is substantiated by the facts presented in the article. • After reading the article, have students respond: <ul style="list-style-type: none"> ☞ What has been the most memorable portrayal and why? ☞ What made it memorable to you? ☞ What is the author’s point of view? ☞ How does the author respond to opposing evidence and viewpoints? ☞ Play a coin toss – flip a coin and argue one side of an issue (pro or con) on the 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Divide the class into two sections and assign texts – fiction (e.g., <i>Travels with Charley: In Search of America</i>) and nonfiction (e.g., <i>Geeks: How Two Lost Boys Rode the Internet out of Idaho</i>). Have the two groups outline the events noting the central idea and how it’s developed over the course of the text. • Have student groups present an objective summary of the text. • Use a Venn diagram to compare and contrast the structure of each text and discuss 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Review forms of communicative writing (article, editorial, speech, business letter, essay) and share mentor text as examples of each. • Use a QAR to address a debatable issue of student interest. Have students generate questions to guide their thinking. • Have students write a well-developed argument that includes an engaging opening statement (thesis) of position, at least three clear reasons, and relevant evidence cited from the text. (If needed, students

<p>(i.e., good vs. evil, overcoming challenges, etc.)</p> <ul style="list-style-type: none"> ☞ What is the effect of the setting(s) on the characters? ☞ Is the effect of the setting stated or implied? ☞ What unique words and phrases are used to describe the setting(s)? • After reading “The Tell-Tale Heart” by Edgar Alan Poe, have students respond: ☞ Poe wrote that every word in a story should help create a “single overwhelming impression.” How well has he done that in “The Tell-Tale Heart”? ☞ In a paragraph, describe the story’s impact on you. Mention at least three details from the story that help create this impression. 	<p>choice of words develops the point of view of a specific character and how this creates a specific effect (e.g., irony for humor, dramatic tension, suspense).</p> <ul style="list-style-type: none"> • Have individual students choose one of the poems and respond to the following questions: <ul style="list-style-type: none"> ☞ How does the structure of the poetry contribute to its meaning in a different way than the structure of prose does? ☞ What does the poem reveal about the author? 	<p>proposition and support (evaluating the credibility of the speaker):</p> <ul style="list-style-type: none"> ☞ Trace the line of argument. ☞ Evaluate the author’s specific claims and opinions. ☞ Distinguish which claims are supported by facts, reasons, and evidence, and which are not. • Compare and contrast the two speeches read: <ul style="list-style-type: none"> ☞ Can you make generalizations about the effect that each had on the reader? • After class discussion, students create a Venn diagram that outlines the similarities and differences of the speeches then share with the class. 	<p>left side of the room with 2-4 reasons to support the issue; on the right side support each reason with two examples. Flip the coin and repeat the process using the other point of view.</p>	<p>how it contributes to the meaning.</p> <ul style="list-style-type: none"> • Discuss the techniques of argumentative writing and share samples to help students identify the characteristics. 	<p>may conduct brief research on their topic choice and incorporate those facts into their argument.) Remind students to address the counterclaims.</p> <ul style="list-style-type: none"> • Use reciprocal teaching for student revision (participation in peer reviews of writing work using student-generated rubric focused on audience, purpose, and support of claims). • Share student work with the class.
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Learning Reflections 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Graphic Organizers 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Write Around 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Admit / Exit Slips 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Notebooks 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Student Self-

<ul style="list-style-type: none"> Admit / Exit Slips Pair Share 	<ul style="list-style-type: none"> Journal Entries Debates 	<ul style="list-style-type: none"> Graphic Organizers Double-entry Response Journal 	<ul style="list-style-type: none"> Anticipation Guides Performance Task 	<ul style="list-style-type: none"> Semantic Features Analysis Coding the Text 	<ul style="list-style-type: none"> Assessment Student Created Rubrics
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
Resources Needed <ul style="list-style-type: none"> Angela Hilterbrand On-Demand training Lesson plans Various Reading material (as suggested) Graphic Organizer Templates Marzano's Vocabulary Instruction That Works <i>McDougal Littell</i> ReadWriteThink.org KCAS ELA Appendix TeenInk.com Discovery Education www.webenglishteacher.com/argument.html 	Resources Needed <ul style="list-style-type: none"> Angela Hilterbrand On-Demand training Lesson plans Various Reading material (as suggested) Graphic Organizer Templates Marzano's Vocabulary Instruction That Works <i>McDougal Littell</i> ReadWriteThink.org KCAS ELA Appendix TeenInk.com Discovery Education www.webenglishteacher.com/argument.html 	Resources Needed <ul style="list-style-type: none"> Angela Hilterbrand On-Demand training Lesson plans Various Reading material (as suggested) Graphic Organizer Templates Marzano's Vocabulary Instruction That Works <i>McDougal Littell</i> ReadWriteThink.org KCAS ELA Appendix TeenInk.com Discovery Education www.webenglishteacher.com/argument.html 	Resources Needed <ul style="list-style-type: none"> Angela Hilterbrand On-Demand training Lesson plans Various Reading material (as suggested) Graphic Organizer Templates Marzano's Vocabulary Instruction That Works <i>McDougal Littell</i> ReadWriteThink.org KCAS ELA Appendix TeenInk.com Discovery Education www.webenglishteacher.com/argument.html 	Resources Needed <ul style="list-style-type: none"> Angela Hilterbrand On-Demand training Lesson plans Various Reading material (as suggested) Graphic Organizer Templates Marzano's Vocabulary Instruction That Works <i>McDougal Littell</i> ReadWriteThink.org KCAS ELA Appendix TeenInk.com Discovery Education www.webenglishteacher.com/argument.html 	Resources Needed <ul style="list-style-type: none"> Angela Hilterbrand On-Demand training Lesson plans Various Reading material (as suggested) Graphic Organizer Templates Marzano's Vocabulary Instruction That Works <i>McDougal Littell</i> ReadWriteThink.org KCAS ELA Appendix TeenInk.com Discovery Education www.webenglishteacher.com/argument.html
Suggested Independent Readings: <i>Dancing on the Edge, Johnny Tremain, Begging for Change, Far North, Messenger</i>					

Weeks 13 - 18

Unit 3 Topic: Historical Perspective

<u>Kentucky Core Academic Standards</u>	“I CAN” STATEMENTS
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to meaning and style.	<ul style="list-style-type: none"> • I can compare and contrast the structure of two literary texts. • I can analyze how the structure of each text contributes to its meaning and style.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<ul style="list-style-type: none"> • I can cite examples from the text where characters with different points of view create suspense or humor. • I can analyze how the characters’ and the audience’s varying points of view create humor and suspense.
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.	<ul style="list-style-type: none"> • I can compare and contrast text (story or drama) and live or filmed production. • I can analyze the faithfulness or departure between the text (story or drama) and the live or filmed production. • I can evaluate the outcome/impact of choices made by directors and actors.
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.	<ul style="list-style-type: none"> • I can compare and contrast themes, patterns of events, and character types of modern work of fiction, myth, traditional story, or religious work. • I can evaluate how the myths, traditional stories, or religious are rendered new.
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> • I can compare how individuals, ideas, or events are connected (including classification and analogies). • I can contrast the distinctions between individuals, ideas, or events within a text (including classification and analogies).
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.	<ul style="list-style-type: none"> • I can delineate the argument and specific claims in a text. • I can classify evidence as relevant/irrelevant, reasoning as sound/unsound, and evidence as sufficient/insufficient in informational text. • I can evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.
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.	<ul style="list-style-type: none"> • I can analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation.

<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>	<ul style="list-style-type: none"> • I can determine which facts/examples best answer a question. • I can draw conclusions about the validity of sources. • I can formulate questions, either verbally or written, that would allow for other avenues of exploration. • I can conduct short research projects that answers questions (including self-generated questions), draws on several sources, and generates additional related focused questions that allow for multiple avenues of exploration. 				
<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 format for citation.</p>	<ul style="list-style-type: none"> • I can assess the credibility and accuracy of each source. • I can quote or paraphrase the data and conclusion of others while avoiding plagiarism. 				
<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9 (a): Apply grade 8 reading standards to literature (e.g., “analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>W.8.9 (b): Apply grade 8 reading standards to literary nonfiction (e.g., “delineate and evaluate the argument and specific claims”).</p>	<ul style="list-style-type: none"> • I can draw evidence from key ideas and details as support for research. • I can analyze key ideas and details in a text as evidence for support understanding of text. • I can reflect on key ideas and details in a text as evidence for support understanding of text. 				
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Historical Fiction Novel Study	Identify Sub-Topics Drama Novel Study	Identify Sub-Topics Poetry Novel Study	Identify Sub-Topics Perspective Speeches	Identify Sub-Topics Fact / Opinion Debating Evidence	Identify Sub-Topics On-demand Writing Argumentative
G.U.M. Practice: Inappropriate Shifts (Verb Voice and Mood)	G.U.M. Practice: Function of Verbals (Gerunds, Participles, and Infinitives)	G.U.M. Practice: Verbs Active and Passive Voice	G.U.M. Practice: Verbs Indicative Mood	G.U.M. Practice: Verbs Imperative Mood	G.U.M. Practice: Verbs Interrogative Mood
I CAN STATEMENTS: I can compare and contrast the structure of two literary texts.	I CAN STATEMENTS: I can compare and contrast text (story or drama) and live or filmed	I CAN STATEMENTS: I can cite examples from the text where characters with	I CAN STATEMENTS: I can compare how individuals, ideas, or events are connected	I CAN STATEMENTS: I can compare and contrast themes, patterns of events, and	I CAN STATEMENTS: I can assess the credibility and accuracy of each source.

<p>I can analyze how the structure of each text contributes to its meaning and style.</p>	<p>production.</p> <p>I can analyze the faithfulness or departure between the text (story or drama) and the live or filmed production.</p> <p>I can evaluate the outcome/impact of choices made by directors and actors.</p> <p>I can analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation.</p>	<p>different points of view create suspense or humor.</p> <p>I can analyze how the characters' and the audience's varying points of view create humor and suspense.</p> <p>I can compare and contrast themes, patterns of events, and character types of modern work of fiction, myth, traditional story, or religious work.</p> <p>I can evaluate how the myths, traditional stories, or religious are rendered new.</p>	<p>(including classification and analogies).</p> <p>I can contrast the distinctions between individuals, ideas, or events within a text (including classification and analogies).</p> <p>I can delineate the argument and specific claims in a text.</p> <p>I can classify evidence as relevant/irrelevant, reasoning as sound/unsound, and evidence as sufficient/insufficient in informational text.</p> <p>I can evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.</p> <p>I can analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation.</p>	<p>character types of modern work of fiction, myth, traditional story, or religious work.</p> <p>I can evaluate how the myths, traditional stories, or religious are rendered new.</p> <p>I can determine which facts/examples best answer a question.</p> <p>I can draw conclusions about the validity of sources.</p> <p>I can formulate questions, either verbally or written, that would allow for other avenues of exploration.</p> <p>I can conduct short research projects that answers questions (including self-generated questions), draws on several sources, and generates additional related focused questions that allow for multiple avenues of exploration.</p>	<p>I can quote or paraphrase the data and conclusion of others while avoiding plagiarism.</p> <p>I can draw evidence from key ideas and details as support for research.</p> <p>I can analyze key ideas and details in a text as evidence for support understanding of text.</p> <p>I can reflect on key ideas and details in a text as evidence for support understanding of text.</p>
<p>Critical Vocabulary Character types Historical fiction Patterns of events Preconceived notion</p>	<p>Critical Vocabulary Valid/Validity Contradiction Salient Points Argument vs. Persuasion</p>	<p>Critical Vocabulary Style Poetic Devices Interpretation Soundness</p>	<p>Critical Vocabulary Primary Source Secondary Source Reasoning Sufficiency</p>	<p>Critical Vocabulary Investigation Reliability Refute Rebuttal</p>	<p>Critical Vocabulary Plagiarize Bibliography Research Project Multimedia Report</p>

		Analysis	Irrelevant	Bias	Movie Trailer
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<ul style="list-style-type: none"> • Read a novel (e.g., <i>The Adventures of Tom Sawyer</i>, <i>The Diary of Anne Frank: A Play</i>) and have students take notes about the characters, plot, themes, patterns of events, and setting. • Compare and contrast the effect of historical settings on characters, plots, and themes in the novel read. • Students respond to: <ul style="list-style-type: none"> ☞ Can you make any generalizations about the effect historical setting has on these stories? ☞ Who is/are the major character(s)? ☞ Do they remind you of any character types from myths or other traditional stories? How? ☞ What is the problem faced by the character(s)? 	<ul style="list-style-type: none"> • Read a drama excerpt (e.g., “The Diary of Anne Frank” the drama, p.447-514) and the informational companion texts (e.g., “Who Was Anne Frank?” p.444-445; “from The Last Seven Months of Anne Frank” Interview with Hannah Elisabeth Pick-Goslar, p.515-521) then analyze for conflicting information. • Research the setting for a novel that you are reading (e.g., if you are reading <i>The Adventures of Tom Sawyer</i>, you can research Missouri in the 1830s and explain what the area was like at that time. Have students paraphrase or cite from at least 3 sources. • Watch the video version of the novel being read and 	<ul style="list-style-type: none"> • Read Robert Frost’s poem “The Road Not Taken”, Walt Whitman’s poem “O Captain! My Captain!”, and Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” then analyze how the structure contributes to the meaning and style of each poem. • Have students talk with a partner about what the poems mean, both literally and figuratively. • Using interpretation, students will respond to this line from the poem, “The fate of a nation was riding that night.”: <ul style="list-style-type: none"> ☞ What is the literal versus figurative meaning of this line? ☞ Discuss how literature can give a different view of history than 	<ul style="list-style-type: none"> • Read or view Winston Churchill’s “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940”. Have students take notes to judge the argument and specific claims. • Have student groups evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identify when irrelevant evidence is introduced. <ul style="list-style-type: none"> Resource ReadWriteThink.org “Analyzing Famous Speeches as Arguments” • Focusing on the connections among individuals, ideas, and events, brainstorm events from America’s past to research. In order to find multiple perspectives on the event, draw on several sources, 	<ul style="list-style-type: none"> • Read and evaluate the argument in <i>Narrative of the Life of Frederick Douglass an American Slave</i>. • Have students assess the specific claims in the text to determine whether the reasoning is sound and the evidence is both relevant and sufficient. • Read <i>Harriet Tubman: Conductor on the Underground Railroad or Freedom Train, the Story of Harriet Tubman</i> and Maya Angelou’s “I Know why the Caged Bird Sings” (PoemHunter.com). • Have students determine the authors’ point of view in all three texts about the same topic and discuss the effect it has on the work: <ul style="list-style-type: none"> ☞ How does the structure of poetry 	<ul style="list-style-type: none"> • Read <i>Frederick Douglas Fights for Freedom</i> and compare to the narrative version. • Have students conduct an in-depth research project on a historical event of choice (e.g., <i>The Civil Rights Movement in America or Rosa Parks, My Story</i>), followed by a multimedia report (PowerPoint, Pod Cast, Windows Movie Maker, etc.) that includes a statement of position, insights from historical fiction, and cited facts. Find multiple perspectives on the event, drawing from several sources and include a bibliography. • Make time for student presentations and peer-evaluations of projects. All student

<ul style="list-style-type: none"> ☞ How does he/she/they resolve the problem? ☞ What is the theme of the novel? (i.e., good vs. evil, overcoming challenges, etc.) ☞ What is the effect of the historical setting(s) on the characters, plot, or theme? ☞ Are there any recognizable patterns of events? What are they, and what do they remind you of? 	<p>compare the written text to the film production of the story (e.g., “Diary of Anne Frank” – Trailer).</p> <ul style="list-style-type: none"> • Compare the patterns of events and discuss the differences. • After explaining that Margot Frank, Anne’s sister, also kept a diary during their time in hiding but it was lost so we are unable to read her thoughts about the experience, have students imagine what her point of view may have been. Tell them to write a diary entry describing an event from the point of view of one other occupant of the Secret Annex (as that person saw it). 	<p>informational texts.</p> <ul style="list-style-type: none"> ☞ Why are we so drawn to poetry? ☞ Make sure to include words and phrases you have learned, including figurative and connotative language, and refer to literature and informative texts you have read. • Write your responses to these questions in your journal and share with a partner prior to class discussion. • Write a compare and contrast essay that discusses how the structure of each poem contributes to the meaning and how they are similar and different. 	<p>including a variety of literary, informational, primary, secondary, and multimedia texts.</p> <ul style="list-style-type: none"> • Use http://www.innovativeclassroom.com/Files/Worksheets/GettysburgAddress.pdf • Read the “Preamble and the First Amendment to the United States Constitution” with the class and discuss how new the idea of freedom described in the Preamble was at the time it was written. • Read <i>Words We Live By: Your Annotated Guide to the Constitution</i>. Then in small groups discuss why the Preamble was included. 	<p>contribute to its meaning in a different manner than prose?</p> <ul style="list-style-type: none"> ☞ Does the caged bird remind you of any character types from the novel? • Have students analyze in detail how the early years of Harriett Tubman contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life. • Have students research to discover the religious connections to Harriett Tubman’s nickname “Moses” 	<p>projects need to be presented, evaluated, and displayed.</p> <ul style="list-style-type: none"> • Watch the movie trailer <i>The Blind Side</i> (YouTube) and discuss with a partner how a similar theme for this week’s readings is connected. • Extension: have students do a “Before and After with Evidence” handout (<i>Seven Strategies of Assessment for Learning</i>) to give the opportunity for a visual of their “before” and “after” learning along with evidence to support their claims.
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Admit / exit slips • Journal entries • Notes • Graphic Organizers 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Research Information • Class Discussion • Group Work • Exit Slips 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Double-entry Responses • Class Discussion • Think-Pair-Share • Exit Slips 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Notes • Socratic Circles • Brainstorm List • Exit Slips 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Graphic Organizers • Journal Entries • Peer Partner Work • Exit Slips 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Conference Forms • Notes • Drafts • Performance Task

Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
<p>Resources Needed</p> <ul style="list-style-type: none"> • Angela Hilterbrand On-Demand training • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • <i>McDougal Littell</i> • www.ReadWriteThink.org • <i>KCAS ELA Appendix</i> • www.TeenInk.com • Kentucky Virtual Library 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Angela Hilterbrand On-Demand training • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • <i>McDougal Littell</i> • www.ReadWriteThink.org • <i>KCAS ELA Appendix</i> • www.TeenInk.com • Kentucky Virtual Library 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Angela Hilterbrand On-Demand training • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • <i>McDougal Littell</i> • www.ReadWriteThink.org • <i>KCAS ELA Appendix</i> • www.TeenInk.com • Kentucky Virtual Library 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Angela Hilterbrand On-Demand training • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • <i>McDougal Littell</i> • www.ReadWriteThink.org • <i>KCAS ELA Appendix</i> • www.TeenInk.com • Kentucky Virtual Library 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Angela Hilterbrand On-Demand training • Lesson plans • Various Reading material (as suggested) • http://www.gutenberg.org/files/23/23-h/23-h.htm#2H_PREF • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • <i>McDougal Littell</i> • www.ReadWriteThink.org • <i>KCAS ELA Appendix</i> • www.TeenInk.com • Kentucky Virtual Library 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Angela Hilterbrand On-Demand training • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • <i>McDougal Littell</i> • <i>ReadWriteThink.org</i> • <i>KCAS ELA Appendix</i> • http://www.middledebate.com/documents • Kentucky Virtual Library
<p>Suggested Independent Readings: <i>Mockingbird, Sacajawea, The Boy Who Dared, Freedom Walkers, A Year Down Yonder</i></p>					
<p>Poetry Exemplars: “Paul Revere’s Ride” (Henry Wadsworth Longfellow), “O Captain! My Captain!” (Walt Whitman), “Jabberwocky” (Lewis Carroll), “Twelfth Song of Thunder” (Navajo tradition), “The Railway Train” (Emily Dickinson), “The Song of Wandering Aengus” (William Butler Yeats), “The Road Not Taken” (Robert Frost), “Stopped By Woods on a Snowy Evening” (Robert Frost), “Chicago” (Carl Sandburg), “I, Too, Sing America” (Langston Hughes), “The Book of Questions” (Pablo Neruda), “Oranges” (Gary Soto), “A Poem for My Librarian, Mrs. Long” (Nikki Giovanni)</p>					

Unit 4 Topic: Authors & Artists

Kentucky Core Academic Standards

“I CAN” STATEMENTS

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 analyze the text by making inferences about what it says that is not directly stated.
- I can analyze the text by evaluating which evidence most strongly supports the identified key ideas.
- I can cite the evidence used to make inferences not explicitly stated in the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- I can analyze the development of a theme or central idea over the course of a text.
- I can analyze its relationship to the literary elements over the course of a text.
- I can provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions.
- I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.

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 determine the meaning of words and phrases, including figurative and connotative meaning, as they are used in a text.
- I can analyze the impact of word choice on meaning and tone of a text.
- I can analyze the impact of analogies and allusions to other texts on meaning and tone.

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 how individuals, ideas, or events are connected (including classification and analogies).
- I can contrast the distinctions between individuals, ideas, or events within a text (including classification and analogies).

<p>RI.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.</p>	<ul style="list-style-type: none"> • I can determine the meaning of words and phrase, including the figurative, connotative, and technical meanings of words and phrases as used in a text. • I can analyze the impact of word choice on meaning and tone. • I can analyze the impact of the use of analogies and allusions to other texts on meaning and tone.
<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>	<ul style="list-style-type: none"> • I can analyze the role that a particular sentence plays in the paragraph in developing and refining the key concept. • I can analyze the structure of specific sentences in developing the paragraph.
<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.</p> <p>W.8.2 (a): 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.</p> <p>W.8.2 (b): Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2 (c): Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2 (d): Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2 (e): Establish and maintain a formal style.</p> <p>W.8.2 (f): Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • I can write an informative/explanatory text examining a topic to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • I can introduce a topic previewing what is to follow; organize ideas, concepts, and information into broader categories apply formatting, graphics, and multimedia to aid comprehension. • I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • I can use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion. • I can use precise language and domain-specific vocabulary. • I can establish and maintain a formal style. • I can provide an effective, concluding statement or section that supports the topic.

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<p>Identify Sub-Topics Reader Engagement</p>	<p>Identify Sub-Topics Background</p>	<p>Identify Sub-Topics Incidents</p>	<p>Identify Sub-Topics Author's Word Choice</p>	<p>Identify Sub-Topics Authors' and Artists'</p>	<p>Identify Sub-Topics Informative/Explanatory</p>

Dialogue	Citing Evidence	Research Questions	Interviews	motivations for creativity	Writing
G.U.M. Practice: Verbs Conditional Mood	G.U.M. Practice: Verbs Subjunctive Mood	G.U.M. Practice: Verbs Achieving Effects	G.U.M. Practice: Punctuation Comma for a pause or break	G.U.M. Practice: Punctuation (Dash and Hyphen)	G.U.M. Practice: Punctuation Ellipsis to indicate an omission
I CAN STATEMENTS: I can analyze the text by making inferences about what it says that is not directly stated. I can analyze the text by evaluating which evidence most strongly supports the identified key ideas. I can cite the evidence used to make inferences not explicitly stated in the text. I can compare how individuals, ideas, or events are connected (including classification and analogies). I can contrast the distinctions between individuals, ideas, or events within a text (including classification and analogies).	I CAN STATEMENTS: I can analyze the development of a theme or central idea over the course of a text. I can analyze its relationship to the literary elements over the course of a text. I can provide an objective summary of the text. I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.	I CAN STATEMENTS: I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions. I can analyze lines of incidents for propelling action, revealing character, and provoking decisions. I can analyze the role that a particular sentence plays in the paragraph in developing and refining the key concept. I can analyze the structure of specific sentences in developing the paragraph.	I CAN STATEMENTS: I can determine the meaning of words and phrases, including figurative and connotative meaning, as they are used in a text. I can analyze the impact of word choice on meaning and tone of a text. I can analyze the impact of analogies and allusions to other texts on meaning and tone.	I CAN STATEMENTS: I can determine the meaning of words and phrase, including the figurative, connotative, and technical meanings of words and phrases as used in a text. I can analyze the impact of word choice on meaning and tone. I can analyze the impact of the use of analogies and allusions to other texts on meaning and tone.	I CAN STATEMENTS: I can write an informative/explanatory text examining a topic to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. I can introduce a topic previewing what is to follow; organize ideas, concepts, and information into broader categories apply formatting, graphics, and multimedia to aid comprehension. I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. I can use appropriate and varied transitions to clarify the relationships

					<p>among ideas and concepts and create cohesion.</p> <p>I can use precise language and domain-specific vocabulary.</p> <p>I can establish and maintain a formal style.</p> <p>I can provide an effective, concluding statement or section that supports the topic.</p>
<p>Critical Vocabulary</p> <p>Satire Dynamic Character Static Character Generalization Perception</p>	<p>Critical Vocabulary</p> <p>Drama Scene Background Allegory Symbolism Alter / Shape Monologue Soliloquy</p>	<p>Critical Vocabulary</p> <p>Key Concept Incidents Account Informative Essay Thesis</p>	<p>Critical Vocabulary</p> <p>Allude Technical Meaning Interview Document Presentation Loaded Words</p>	<p>Critical Vocabulary</p> <p>Motivation Draw a Conclusion Depiction Creativity</p>	<p>Critical Vocabulary</p> <p>Informative Explanatory Cohesion Precise Language Domain-specific Text Features Text Structure Paraphrase</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read short stories (e.g., “The King of Mazy May”, “Raymond’s Run”, “Born Worker”, “The Treasure of Lemon Brown”) • Discuss an author’s use of dynamic and static characters, literary techniques, and how their use 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read a drama (e.g., “The Million-Pound Bank Note”; “The Old Man and the Sea”) • Watch a drama (e.g., <i>Little Women</i>) and discuss the role of setting (Why does Alcott put such an important historical event into 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read poems (e.g., “Choices”; “Is This Forever, or What?”; “Nothing Gold Can Stay”) • Discuss how the structure of the poems contributes to the meaning and style. • Ask students to explain how the point 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read nonfiction (e.g., “A Running Brook of Horror”; “A Short Walk Around the Pyramids”) • Ask students why they think the author organizes the selection so that his account of Wiley’s early life 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read biographies (e.g., <i>Norman Rockwell: Storyteller with a Brush</i>; <i>Vincent van Gogh: Portrait of an Artist</i>; <i>Andy Warhol, Prince of Pop</i>) • Have students take notes in their journals about the 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Compare the societal discriminations experienced in the material read throughout the unit. How are they similar yet different? • Have students write a well-developed speech that includes

<p>affects meaning and reader engagement.</p> <ul style="list-style-type: none"> • Discuss what challenges the characters face and how they overcome. Have students identify lines of dialogue or events that are pivotal to the story. • Choose a topic in connection to a story (e.g., homelessness for “The Treasure of Lemon Brown”) and then have students research to find and cite information from several sources to write an essay on the topic. • Read several articles about the chosen topic and have students compare the information in an oral report. 	<p>the background of her story? Why does she alternate between stories about each of the four sisters?).</p> <ul style="list-style-type: none"> • Choose a scene from the viewed drama and compare it to the written version of the scene. • Class discussion about the motives (social, commercial, or political) behind the story. Ask students to explain how the motivation affects the message. • Have students write a response to the saying, “To get a loan, you first have to prove that you don’t need one” and cite evidence from the story that emphasizes the point. • Discuss how “the greater good” is revealed. • Compare and contrast the characters (actions, motives, etc.). 	<p>of view of the author creates effects such as suspense or humor. Then share insights with a partner.</p> <ul style="list-style-type: none"> • Conduct a short research project – read a variety of informational texts, in print and online, and choose one that is of interest. Write a bio-poem about this person that includes important facts. • Have students share with the class by reciting their poems. • Have students conduct a short research of articles or news clippings that give the same message as one of the poems read. • Write an essay that analyzes the information citing specific evidence from each as support. 	<p>and career comes at the end? Have them cite evidence that supports their ideas.</p> <ul style="list-style-type: none"> • Have students research a biography of the author to read. Tell them to determine the figurative, connotative, and technical meanings of words and phrases as they are used to describe the artist and the work. (What is his/her style? What are his/her preferred subjects?) • Arrange and conduct a web interview. • Have students create a presentation on their findings and share with the class. 	<p>creator’ motivation for creativity.</p> <ul style="list-style-type: none"> • Discuss the similarities and differences between authors and artists. <ul style="list-style-type: none"> ☞ Who is the focus of the biography? ☞ When did the author or artist first know that he/she was a creative person? ☞ How did the time in which the author or artist lived, or his/her physical location affect his or her work? ☞ What unique words and phrases are used to describe the artist? • Have students share their notes with classmates. • Create Venn diagrams to compare and contrast the similarities and differences. • Research autobiographies of the same artist and compare information. 	<p>an engaging opening statement describing their position and at least three examples cited from the texts.</p> <ul style="list-style-type: none"> • Compare the allegorical nature in the texts read. What important symbols are used and how is the use of symbolism integral to these texts? • Have students outline their ideas using a Venn diagram and write an essay comparing and contrasting the similarities and differences, citing specific explicit and implicit references from the texts as evidence. • Have students re-read the poem “The Road Not Taken” and choose a character from one story that demonstrates this message. Tell them to cite evidence as support for their answer. • Use model/mentor
---	--	---	---	---	--

					texts to discuss criteria for informational / explanatory writing.
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Notebooks • Class Discussion • Research Notes • Drafts • Oral Report <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class Discussion • Journals • Short Constructed Responses <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class Discussion • Journals • Partner Work • Research Notes • Bio-Poems • Drafts <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Research Notes • Interview Questions • Presentations <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Journals • Class Discussion • Questioning • Graphic Organizers • Research Notes <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Questions • Discussion • Drafts • Conferences • Graphic Organizers <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Littell • CIITS • www.United Streaming.com • Internet access • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • Common Core Standards Unit 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Littell • CIITS • www.United Streaming.com • Internet access • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • Common Core Standards Unit 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Littell • CIITS • www.United Streaming.com • Internet access • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • Common Core Standards Unit Maps 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Littell • CIITS • www.United Streaming.com • Internet access • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • Common Core Standards Unit 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Littell • CIITS • www.United Streaming.com • Internet access • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • Common Core Standards Unit 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Littell • CIITS • www.United Streaming.com • Internet access • Lesson plans • Various Reading material (as suggested) • Graphic Organizer Templates • Marzano’s Vocabulary Instruction That Works • Common Core Standards Unit

Maps	Maps		Maps	Maps	Maps
Suggested Independent Readings: <i>The Giver, The Bar Code Tattoo, Double Dutch, Shiver, The Girl Who Survived</i>					

Weeks 25 - 30

Unit 5 Topic: Dramatically Speaking

Kentucky Core Academic Standards

“I CAN” STATEMENTS

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.	<ul style="list-style-type: none"> • I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions. • I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to meaning and style.	<ul style="list-style-type: none"> • I can compare and contrast the structure of two literary texts. • I can analyze how the structure of each text contributes to its meaning and style.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<ul style="list-style-type: none"> • I can cite examples from the text where characters with different points of view create suspense or humor. • I can analyze how the characters’ and the audience’s varying points of view create humor and suspense.
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.	<ul style="list-style-type: none"> • I can compare and contrast text (story or drama) and live or filmed production. • I can analyze the faithfulness or departure between the text (story or drama) and the live or filmed production. • I can evaluate the outcome/impact of choices made by directors and actors.

<p>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.</p>	<ul style="list-style-type: none"> • I can determine strongly supporting details for what is explicitly stated and inferences made. • I can make inferences about what is said in the text. • I can analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred).
<p>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.</p>	<ul style="list-style-type: none"> • I can determine the relationship of ideas that support the central idea. • I can analyze the development of the central idea over the course of the text. • I can provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.
<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.</p> <p>W.8.2 (a): 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.</p> <p>W.8.2 (b): Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2 (c): Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2 (d): Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2 (e): Establish and maintain a formal style.</p> <p>W.8.2 (f): Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> • I can write an informative/explanatory text examining a topic to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • I can introduce a topic previewing what is to follow; organize ideas, concepts, and information into broader categories apply formatting, graphics, and multimedia to aid comprehension. • I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • I can use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion. • I can use precise language and domain-specific vocabulary. • I can establish and maintain a formal style. • I can provide an effective, concluding statement or section that supports the topic.

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify	Identify	Identify	Identify	Identify	Identify

Sub-Topics Scripts Radio Drama	Sub-Topics Comedies Plays	Sub-Topics Film Literary Text	Sub-Topics Musicals Interpretation	Sub-Topics Public Speaking Playwrights	Sub-Topics Informative/Explanatory Writing
G.U.M. Practice: Capitalization & Spelling Rules	G.U.M. Practice: Analogies	G.U.M. Practice: Multiple-Meaning Words	G.U.M. Practice: Context Clues (Words function for meaning)	G.U.M. Practice: Context Clues (Greek and Latin Affixes and Roots for meaning)	G.U.M. Practice: Context Clues (Inferred meaning)
<p>I CAN STATEMENTS:</p> <p>I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions.</p> <p>I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.</p> <p>I can compare and contrast text (story or drama) and live or filmed production.</p> <p>I can analyze the faithfulness or departure between the text (story or drama) and the live or filmed production.</p> <p>I can evaluate the outcome/impact of choices made by directors and actors.</p> <p>I can cite examples from the text where</p>	<p>I CAN STATEMENTS:</p> <p>I can cite examples from the text where characters with different points of view create suspense or humor.</p> <p>I can analyze how the characters' and the audience's varying points of view create humor and suspense.</p> <p>I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions.</p> <p>I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.</p>	<p>I CAN STATEMENTS:</p> <p>I can cite examples from the text where characters with different points of view create suspense or humor.</p> <p>I can analyze how the characters' and the audience's varying points of view create humor and suspense.</p> <p>I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions.</p> <p>I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.</p> <p>I can compare and contrast the structure of two literary texts.</p> <p>I can analyze how the structure of each text contributes to its</p>	<p>I CAN STATEMENTS:</p> <p>I can analyze lines of dialogue for propelling action, revealing characters, and provoking decisions.</p> <p>I can analyze lines of incidents for propelling action, revealing character, and provoking decisions.</p> <p>I can cite examples from the text where characters with different points of view create suspense or humor.</p> <p>I can analyze how the characters' and the audience's varying points of view create humor and suspense.</p>	<p>I CAN STATEMENTS:</p> <p>I can determine strongly supporting details for what is explicitly stated and inferences made.</p> <p>I can make inferences about what is said in the text.</p> <p>I can analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred).</p> <p>I can determine the relationship of ideas that support the central idea.</p> <p>I can analyze the development of the central idea over the course of the text.</p> <p>I can compare and contrast the structure of two literary texts.</p>	<p>I CAN STATEMENTS:</p> <p>I can write an informative/explanatory text examining a topic to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>I can introduce a topic previewing what is to follow; organize ideas, concepts, and information into broader categories apply formatting, graphics, and multimedia to aid comprehension.</p> <p>I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>I can use appropriate and varied transitions to</p>

<p>characters with different points of view create suspense or humor.</p> <p>I can analyze how the characters' and the audience's varying points of view create humor and suspense.</p>		<p>meaning and style.</p>		<p>I can analyze how the structure of each text contributes to its meaning and style.</p> <p>I can provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.</p>	<p>clarify the relationships among ideas and concepts and create cohesion.</p> <p>I can use precise language and domain-specific vocabulary.</p> <p>I can establish and maintain a formal style.</p> <p>I can provide an effective, concluding statement or section that supports the topic.</p>
<p>Critical Vocabulary</p> <p>Script Flashback Production Director Humor Film noir Radio Drama Blog</p>	<p>Critical Vocabulary</p> <p>Playwright Diction Screenplay Staging Comedy Dramatic Structure Impasse Acts</p>	<p>Critical Vocabulary</p> <p>Story Motifs Actions/Reactions Literary Criticism</p>	<p>Critical Vocabulary</p> <p>Inflection Recitation Interpretations Articulate Justification Musical</p>	<p>Critical Vocabulary</p> <p>Voice Public Speaking Wiki Performance</p>	<p>Critical Vocabulary</p> <p>Embed Podcast Multimedia Delivery</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read the script of <i>Sorry, Wrong Number</i> • Discuss how the use of flashback adds suspense to the tone of the play. • Listen to the radio drama version and compare these to the written version. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read or listen to <i>A Midsummer Night's Dream</i> by William Shakespeare • Discuss the characteristics of comedies. • Display the five parts of the classic comedy and ask students to discuss 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read literary texts (e.g., "King of Shadows"; "The Monkey's Paw"; "The Third Wish"; "The Dinner Party") • Discuss the literary elements of each story. • Compare and contrast the 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read poems (e.g., "The Book of Questions" by Pablo Neruda; "Macavity" by T.S. Eliot) • Have students choose their favorite poem and talk with a classmate about 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read speeches (e.g., "The Banking Crisis" by Franklin Delano Roosevelt; "A Time for Choosing" by Ronald Reagan) • Have students re-read the two political speeches closely and analyze 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Class discussion: How is the delivery of spoken messages in plays and speeches similar and different? When would you choose to give a speech? When would you choose to embed a speech (monologue) in a

<ul style="list-style-type: none"> 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. Watch Alfred Hitchcock's film <i>Dial M for Murder</i> Ask students how the plot and use of suspense is similar and different from <i>Sorry, Wrong Number</i> Have students write journal responses to questions and share with classmates. 	<p>with a partner (situation with tension or conflict, implicit conflict developed, conflict reaches height – frequently an impasse, conflict begins to resolve, problem is resolved – knots are untied)</p> <ul style="list-style-type: none"> Have students apply the five parts of the classic comedy to the five acts. Have students create a character map. Examine the three worlds that the comedy depicts (Real World, Fairy World, and Representation in Art), discussing the setting of the scenes. Assign roles to group members and have students perform scenes from the comedy. Ask students why have Shakespeare's plays stood the test of time? Why do we study these plays today? Tell students 	<p>structure, plot, characters, theme, and mood having students cite evidence from each as support.</p> <ul style="list-style-type: none"> Discuss how the author creates suspense in each story. Have students cite specific events as well as character actions and reactions that help create the suspense. Have students take notes in journals. ☞ What is the setting? ☞ Who are the major and minor characters? ☞ What is the theme? ☞ What problems are faced by the characters? ☞ How does he/she overcome challenges? ☞ Which lines of dialogue or events were pivotal to the story? ☞ What literary techniques are used and why? ☞ How do they reveal the point of view or create suspense? Ask students to make generalizations about 	<p>the meaning of the poem chosen.</p> <ul style="list-style-type: none"> Tell them to practice reading it, changing the words emphasized and inflection used. Have the two students write a different interpretation to recite to the class. (Remind them to be able to articulate how the different interpretation changes the tone and mood of the poem.) Discuss how different recitations may change the way listeners interpret the poem. Watch a musical production of <i>Cats</i> Compare and contrast the poem "Macavity" to the character of the same name in the Andrew Lloyd Webber musical <i>Cats</i>. (How are they similar and different?) Have students cite 	<p>in their journals (How are they similar? How are they different? What perspective do they bring to their speeches? How do these speakers inspire listeners? What is important for us to learn from these speeches and why is it important to continue reading them from generation to generation?).</p> <ul style="list-style-type: none"> Create a T-chart to compare the two speeches. Watch or listen to one of the speeches – What is the difference between reading it and hearing or seeing it performed live? Ask students to generalize how playwrights or public speakers are similar to and different from other authors. Have students conduct research about a playwright 	<p>drama? What are the similarities and differences between performing in a play and delivering a speech?</p> <ul style="list-style-type: none"> Have students write responses in their journals, citing evidence to support their thoughts. Write an informative / explanatory essay in response to this essential question: How is reading a speech, poem, or script for a play different from actually performing dramatically? (Include at least four examples from materials read) Peer conferences. Upload essays as podcasts on the class web page to share with classmates.
---	---	---	--	--	---

	<p>to talk through ideas with a partner.</p> <ul style="list-style-type: none"> Post blogs to continue collaborative conversation with others outside the classroom. 	<p>how film and plays have different effects on viewers from the effects literature has on readers (evaluate the soundness of their reasoning used during discussion).</p> <ul style="list-style-type: none"> Have students create a Venn diagram that outlines the similarities and differences among the techniques used. 	<p>specific examples from the poem and the musical to justify their thinking.</p> <ul style="list-style-type: none"> Tell them to share links within the classroom blog to performances available online so that classmates understand their perspective. 	<p>or public speaker whose work you have read. As they read about his/her life, tell them to determine the author's purpose for writing the text you read. (How is the purpose of the text related to its point of view? How is the point of view established?)</p> <ul style="list-style-type: none"> Allow students to publish their reports on a class wiki. 	
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Class Discussion Journals Notebooks <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Class Discussion Partner Work Character Maps Group Work Blogs <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Class Discussion Journals Note-taking Graphic Organizers <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Partner Work Recitations Class Discussion Blogs <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Analysis Questions T-charts Class Discussion Research Notes Wiki posts <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Class Discussion Journal Entries Drafts Peer Conferences Podcasts <p>Summative</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Littell</i> Radio recording of <i>Sorry, Wrong</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Littell</i> <i>LibriVox</i> online (<i>A Midsummer Night's</i>) 	<p>Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Littell</i> Short stories (as suggested) 	<p>Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Littell</i> Poems (as suggested) 	<p>Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Littell</i> Speeches (as suggested) 	<p>Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Littell</i> Internet access Conference forms

<p><i>Number</i></p> <ul style="list-style-type: none"> • <i>Dial M for Murder</i> film recording • CIITS • Marzano's Vocabulary Instruction That Works • Common Core Standards Unit Maps • Lesson Plans 	<p><i>Dream</i> recording)</p> <ul style="list-style-type: none"> • Character Map template • Internet access • CIITS • Marzano's Vocabulary Instruction That Works • Common Core Standards Unit Maps • Lesson Plans 	<ul style="list-style-type: none"> • Graphic Organizer templates • CIITS • Marzano's Vocabulary Instruction That Works • Common Core Standards Unit Maps • Lesson Plans 	<ul style="list-style-type: none"> • Musical production of <i>Cats</i> • Internet access • CIITS • Marzano's Vocabulary Instruction That Works • Common Core Standards Unit Maps • Lesson Plans 	<ul style="list-style-type: none"> • Internet access • CIITS • Marzano's Vocabulary Instruction That Works • Common Core Standards Unit Maps • Lesson Plans 	<ul style="list-style-type: none"> • Model Writings • CIITS • Marzano's Vocabulary Instruction That Works • Common Core Standards Unit Maps • Lesson Plans
---	---	--	---	--	---

Suggested Independent Readings: *Accidental Love, Linger, Summer Ball, Toby Wheeler Eighth Grade Benchwarmer, The Adventures of Ulysses*

Weeks 31 - 36

Unit 6 Topic: Show What You Know

<u>Kentucky Core Academic Standards</u>	"I CAN" STATEMENTS
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.	<ul style="list-style-type: none"> • I can analyze text and cite the strongest supporting evidence used to make inferences about what a text says that is not directly stated.
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.	<ul style="list-style-type: none"> • I can analyze the development of a theme or central idea and its relationship to the literary elements over the course of a text.
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> • I can analyze lines of dialogue and incidents for propelling action, revealing character, and provoking decisions.
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	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text. • I can analyze the impact of word choices, analogies, and allusions

other texts.	to other texts on 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.	<ul style="list-style-type: none"> • I can compare and contrast the structure of two literary texts and analyze how the structure of each text contributes to its meaning and style.
RL.8.6. Analyze how differences in point of view of characters and the audience or reader (e.g., Dramatic irony) create such effects as suspense and humor.	<ul style="list-style-type: none"> • I can analyze how and cite examples from the text where characters with different points of view create suspense or humor.
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades at the high end of grades 6-8 text complexity band independently and proficiently.	<ul style="list-style-type: none"> • I can comprehend in literary text the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (qualitative, quantitative, and reader/task) as seen in standards 1-9, independently and proficiently.
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.	<ul style="list-style-type: none"> • I can cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.	<ul style="list-style-type: none"> • I can determine the relationship of ideas that support the central idea and analyze the development over the course 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).	<ul style="list-style-type: none"> • I can compare how individuals, ideas, and events are connected within a text and contrast the distinctions between them (including classification and analogies).
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.	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases, including the figurative, connotative, and technical meanings of words and phrases as used in a text. • I can analyze the impact of word choice and the use of analogies and allusions to other texts on meaning and tone.
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.	<ul style="list-style-type: none"> • I can analyze the structure of specific sentences in developing the paragraph and the role that a particular sentence plays in the paragraph in developing and refining the key concept.
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.	<ul style="list-style-type: none"> • I can 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.

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.	<ul style="list-style-type: none"> I can describe and judge the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
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.	<ul style="list-style-type: none"> I can comprehend independently the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (qualitative, quantitative, and reader/task) as seen in standards 1-9.
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.	<ul style="list-style-type: none"> I can write a claim, support it with clear reasons and relevant evidence, and distinguish it from a different or opposing viewpoint.
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.	<ul style="list-style-type: none"> I can write an informative/explanatory paper to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	<ul style="list-style-type: none"> I can write a narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9 (a): Apply grade 8 reading standards to literature. W.8.9 (b): Apply grade 8 reading standards to literary nonfiction.	<ul style="list-style-type: none"> I can read literary or informational texts to find specific facts, examples, or details that support analysis of my own ideas.

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics Literacy Links (Fiction & Nonfiction) Reading Review: Literature	Identify Sub-Topics Persuasive Connections (Logos, Ethos, Pathos) Reading Review: Informational Text	Identify Sub-Topics Argumentation Point of View Vocabulary Review	Identify Sub-Topics Text Structure Text-based Questions Assessments Review	Identify Sub-Topics Reading Conference Writing Conference	Identify Sub-Topics Publication Writing Review Writing Folders
G.U.M. Practice: Figurative Language	G.U.M. Practice: Interpret Figures of Speech	G.U.M. Practice: Connotations and Denotations	G.U.M. Practice: Word Relationships	G.U.M. Practice: Nuances in Word Meaning	G.U.M. Practice: Reference Material (Precise meaning and parts of speech)
I CAN STATEMENTS: I can analyze text and	I CAN STATEMENTS: I can determine the	I CAN STATEMENTS: I can determine an	I CAN STATEMENTS: I can analyze the	I CAN STATEMENTS: I can read literary or	I CAN STATEMENTS: I can write a narrative to

<p>cite the strongest supporting evidence used to make inferences about what a text says that is not directly stated.</p> <p>I can analyze the development of a theme or central idea and its relationship to the literary elements over the course of a text.</p> <p>I can analyze lines of dialogue and incidents for propelling action, revealing characters, and provoking decisions.</p> <p>I can determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text.</p> <p>I can analyze the impact of word choices, analogies, and allusions to other texts on meaning and tone.</p> <p>I can compare and contrast the structure of two literary texts and analyze how the structure of each text contributes to its</p>	<p>relationship of ideas that support the central idea, and analyze the development over the course of the text.</p> <p>I can compare how individuals, ideas, and events are connected within a text, and contrast the distinctions between them (including classification and analogies).</p> <p>I can determine the meaning of words and phrases, including the figurative, connotative, and technical meanings of words and phrases as used in a text.</p> <p>I can analyze the impact of word choice and the use of analogies and allusions to other texts on meaning and tone.</p>	<p>author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>I can describe and judge the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.</p>	<p>impact of word choice and the use of analogies and allusions to other texts on meaning and tone.</p> <p>I can cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I can analyze the structure of specific sentences in developing the paragraph, and the role that a particular sentence plays in the paragraph in developing and refining the key concept.</p>	<p>informational texts to find specific facts, examples, or details that support my own ideas.</p> <p>I can comprehend in literary text the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (qualitative, quantitative, and reader/task) as seen in standards 1-9, independently and proficiently.</p> <p>I can comprehend independently the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (qualitative, quantitative, and reader/task) as seen in standards 1-9.</p>	<p>develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>I can write an informative/explanatory paper to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>I can write a claim, support it with clear reasons and relevant evidence, and distinguish it from a different or opposing viewpoint.</p>
---	---	--	---	---	--

<p>meaning and style.</p> <p>I can analyze how and cite examples from the text where characters with different points of view create suspense or humor.</p>					
<p>Critical Vocabulary</p> <p>Paraphrase Infer/Inference Draw a Conclusion Analysis Shape Objective Summary Point of View/Perspective Suspense Intentional Connotation Denotation</p>	<p>Critical Vocabulary</p> <p>Contradiction Rebuttal Refute Dispute Convey Portrayal Modes of Writing (Argument, Explanatory, Informational, Narrative) Forms of Writing Text Structure Propaganda</p>	<p>Critical Vocabulary</p> <p>Omit Verify Justify Textual Evidence Account Claims/Counterclaims Opposing Viewpoint Credible/Validity Primary Source Relevance Diverse Bias</p>	<p>Critical Vocabulary</p> <p>Biography Autobiography Mood Tone Style Author's Word Choice Figurative Language Author's Purpose Resolution Implicit/Explicit Phrase/Clause</p>	<p>Critical Vocabulary</p> <p>Perception Compare/Contrast Interpretation Depiction Coherent Sufficient Pertinent Concise/Precise Redundant Sentence Structure</p>	<p>Critical Vocabulary</p> <p>Objective Subjective Plagiarism Theme Central Idea Monologue Soliloquy Context</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Review the need for citing evidence in all answers. Revisit texts to review locating and paraphrasing key information that supports answers. Remind students that extended responses require detailed answers and short answer responses require a sentence or two. Practice identifying 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Select texts from the high end of the 6-8 text complexity band. Examine how writers make intentional decisions about use of language, sentence structure, and form to address the audience and to convey meaning. Close-reading lesson, <i>Narrative of the Life of Frederick Douglass an American Slave</i>. http://www.achievet 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Independent reading. Use suggested texts (<i>The Raven</i>, <i>Anne Frank: Diary of a Young Girl</i>) for discussion/review of skills. Use text-dependent questions to analyze structures and point of view in literary and informational passages. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Review reading skills for informational texts. Close reading lesson, Words We Live By: Your Annotated Guide to the Constitution. http://www.achievethecore.org/steal-these-tools/close-reading-exemplars Ask text-dependent questions and have students respond through contextual 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Conduct writing conferences (peer and teacher). Have students practice revising and editing their own writing. Drill vocabulary with games. Practice language skills. Point out examples of appropriate use of active and passive voice to use as mentor 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Group work - have students prepare short book talks from independent reading. Have students perform brief presentations to highlight experiences with texts during the year. Review speaking and listening standards (before students present).

<p>theme and central idea in texts.</p> <ul style="list-style-type: none"> • Have students summarize a text. • Analyze story elements. • Analyze paragraph structure in informational texts. • Use context to determine the meaning of unfamiliar words in a text. • Examine a text and have students develop writing to support analysis of their reading. • Review literacy notebooks (reflections). • Review the procedures for organization, revision, and editing writing pieces. • Use text dependent questions for citing textual evidence to make inferences and draw conclusions. • Review stand-alone and passage-based on-demand prompts. 	<p>hecore.org/steal-these-tools/close-reading-exemplars</p> <ul style="list-style-type: none"> • Vocabulary journal writing to identify critical academic vocabulary in the text (persuasive terms connected to argument). • Review the modes of writing, noting that some forms, such as literary non-fiction, incorporate narrative structures to “tell” the informational story. http://www.write.arstrong.edu/handouts/Modes.pdf • Use well-written mentor texts. • Embed language instruction within the context of reading using strategies like <i>Mechanically Inclined</i> and <i>Everyday Editing</i>. • Have students respond to text-based questions. • Discuss styles blended in texts (e.g., narrative within informational or argument). • Discussion webs. • Use word sort 	<ul style="list-style-type: none"> • Reflective writing on learning, recording research, and responding to text using a variety of forms. • Practice organizing, revising, and editing writing pieces. • Use a sample performance task to engage students in close reading and writing in response to texts. • Use a rubric created by the class to engage students in analysis of performance task writing. • Conference with students as they select a writing piece to showcase in folders. • Set a timeline to ensure that all students have a complete writing folder. • Use vocabulary strategies. • Practice language skills. • Use word study activities (prefix, suffix, roots) 	<p>clues embedded in the text.</p> <ul style="list-style-type: none"> • Have students choose a writing task (included with the close reading lesson) from the 3 prompts for an explanatory writing response. • Use think-pair-share activity after writing. • Review multiple choice strategies and question types (samples found in McDougal’s Instructional Resources section). • Revisit the structure for short answer and extended response reminding students that they must write within the space provided. • Analyze how authors use intentional language to impact meaning and tone. • Demonstrate how literary elements, point of view, and structure are used to convey key concepts and to 	<p>sentences.</p> <ul style="list-style-type: none"> • Literacy notebooks to respond to questions about texts, record thinking, and reflect on learning. • Analyze and share results of formative and summative assessments. • Conduct one-on-one reading conferences to focus student growth, feedback on strengths and areas of growth in all standards (mastery levels). • Have student groups explore the structure of various texts. • Have student groups examine how individuals, ideas, and events are connected to and distinct from one another in various texts. • Have students write a compare/contrast essay. • “Save the Last Word” sentence structure activity 	<ul style="list-style-type: none"> • Use text dependent questions during and after reading. • Provide opportunities for students to revisit and discuss entries made in literacy notebooks. • Share writing folder pieces. • Guide conversations about themes presented in the texts read throughout the year. • Students should revisit their goals set at the beginning of the year to identify progress and areas of growth. • Have students use a self-analysis form to reflect on growth this year and identify goals for next year. • Think-pair-share. • Preview books for summer reading to prepare for the transition to high school.
---	---	---	---	---	--

	activity (cluster by classification)		develop theme. <ul style="list-style-type: none"> Seed Discussions http://www.readwritethink.org/classroom-resources/printouts/seed-discussion-organizer-30632.html 	http://www.facinghistory.org/resources/strategies/save-last-word-me <ul style="list-style-type: none"> Read “The Battle of Shiloh” (Holt) Watch “Gone to Shiloh” (video performance of song – YouTube) Use graphic organizer to compare/contrast. 	
Balanced Assessment: Formative <ul style="list-style-type: none"> “Show What You Know” strategy Self-analysis of learning goals Questioning “Coding & Comprehension Monitoring” strategy Graphic Organizers “Somebody Wanted, But So” strategy, http://pbskids.org/arthur/parentteachers/lesson/storywriting/pdf/somebody_wanted.pdf Analysis Annotations Student summaries Student paraphrasing 	Balanced Assessment: Formative <ul style="list-style-type: none"> Questioning Graphic Organizers Class Discussion Literacy Notebook Analysis Annotations Mini research tasks Students quote evidence orally Double-Entry Response strategy QAR strategy “Before and After with Evidence” (handout from <i>Seven Strategies of Assessment for Learning</i>) 	Balanced Assessment: Formative <ul style="list-style-type: none"> Questioning Graphic Organizers Class Discussion Literacy Notebook Analysis Annotations “As I See It” strategy (use before reading an argumentative text to express knowledge and opinions, and after reading to discuss what they have learned about their opinions and knowledge based on evidence from the text) 	Balanced Assessment: Formative <ul style="list-style-type: none"> Questioning Graphic Organizers Class Discussion Analysis Annotations Practice Tests Reciprocal Teaching strategy QAR strategy 	Balanced Assessment: Formative <ul style="list-style-type: none"> Questioning Graphic Organizers Drafts Conference Forms Analysis Annotations Group work (assign a paragraph type to each group and have students construct paragraphs on chart paper of the same topic but different structures, then have students participate in a Gallery Walk to see how paragraphs focused on the same topic can be depicted in different forms). 	Balanced Assessment: Formative <ul style="list-style-type: none"> Questioning KCAS Appendices Group discussions Journals Reciprocal Teaching strategy Peer Reviews
Summative	Summative	Summative	Summative	Summative	Summative

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
<p>Resources Needed</p> <ul style="list-style-type: none"> • ReadWriteThink.org • Literacyleader.com • Short stories (“The Monkey’s Paw”, “Ribbons”, “The Dinner Party”, “The Lady or the Tiger”, “Amigo Brothers”, and “The Third Wish”) • Poems (“Out, Out” and “The Choice”) • KDE Release Items • KDE Literacy (Instructional Resources) • Poemhunter.com • Teacher’s Domain: Home (extensive library of digital media resources produced by KET) • Dictionaries • <i>McDougal Littell</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> • “Narrative of the Life of Frederick Douglass, an American Slave” http://www.achievethecore.org/steal-these-tools/close-reading-exemplars • Exemplars • <i>Seven Strategies of Assessment for Learning</i> (Jan Chappuis) • www.unitedstreaming.com • www.adlit.org (analyzing famous speeches) • <i>McDougal Littell</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> • “A Running Brook of Horror” (McDougal) • “Drumbeats and Bullets” (Holt) • <i>Teaching Argumentative Writing: Grades 6-12</i> (George Hillocks) • “The Instructional Use of Argument Across the Curriculum” (NMSA) • Kentucky Virtual Library • “Should Boxing Be Banned?” (Debate from Read XL) • New York Times article “Boxing Can be Safe” • <i>McDougal Littell</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Author biographical information (e.g., “Robert Frost: The New England Poet” – Holt, or “Mark Twain” - McDougal) • Online article “Viruses Recruited as Killers of Tumors” • <i>On-Demand Writing Strategies</i> (Angela Hilterbrand) • http://www.achievethecore.org/steal-these-tools/close-reading-exemplars • <i>Guide to Creating Questions for Close Analytic Reading</i> (Achievethecore.org) • Mixed Review & Multiple Choice Practice (McDougal Language Network) • <i>McDougal Littell</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> • KDE Transitional Course Work • www.webenglishteacher.com/argument.html • Thinkfinity.com • Grammar Bytes • <i>New York Times</i> and/or <i>Time</i> Magazine online articles • www.izzit.org (free online videos for informational text and discussion on current event topics) • “Sample Reading Conference” (YouTube) • http://greatsentences.blogspot.com/p/structurelength.html • <i>McDougal Littell</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> • <i>Speak out! Debate and Public Speaking in the Middle Grades</i> (John Meaney and Kate Shuster) • <i>Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School</i> (Matt Copeland) • <i>Wallwisher.com</i> • “A best-practice tip about how to confer when teaching in small groups” (YouTube) • “Conferring with Student” (YouTube) • <i>McDougal Littell</i>
<p>Suggested Independent Readings: <i>The Adventures of Huckleberry Finn, My Thirteenth Winter, Behind Enemy Lines, Night, An American Plague</i></p>					