

Select a Course:	Advanced Language Arts Grade 8
Teacher:	CORE Advanced Language Arts Grade 8
Course:	Advanced Language Arts Grade 8
Year:	2016-17
Months:	- All -

August

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Grade 8 ELA Short Stories (Science Fiction, O.Henry, Bradbury, etc.)

Enduring Understandings ✕

[Home](#) The way in which a story is organized helps the reader connect to the author's purpose.
[Home](#) The use of literary elements helps a reader understand a story's message.

Essential Questions ✕

[Home](#) How is the organization of a short story important in making a connection to the reader?
[Home](#) How are literary elements used in developing a reader's understanding of a story?

Standards ✕

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.5a - Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5b - Use the relationship between particular words to better understand each of the words.

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.

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse

Knowledge & Skills ✕

[Home](#) Distinguish and identify the five core elements that are most prevalent in a story.

Academic Language ✕

[Home](#) Exposition
[Home](#) Conflict
[Home](#) Rising Action
[Home](#) Climax
[Home](#) Falling Action
[Home](#) Resolution

		<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.8.1a - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1b - Form and use verbs in the active and passive voice.</p> <p>L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.*</p>		
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September	<p>Enduring Understandings ✕</p> <p>Essential Questions ✕</p> <p>Standards ✕</p> <p>Knowledge & Skills ✕</p> <p>Academic Language ✕</p>
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October	<p> Grade 8 ELA To Kill a Mockingbird</p>			
	<p>Enduring Understandings ✕</p> <p> Society influences and shapes individuals.</p> <p> One has a responsibility</p>	<p>Essential Questions ✕</p> <p> How do fact & fiction interrelate?</p> <p> How can literature</p>	<p>Standards ✕</p> <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>	<p>Knowledge & Skills ✕</p> <p> Identify the tone and mood in a text and provide textual evidence</p>
				<p>Academic Language ✕</p> <p> Tone/Mood</p> <p> Characterization</p>

to ensure that all people are treated justly.

 It takes courage to stand up to prejudice.

 Coming of age marks the transition from childhood to adulthood.

serve as a vehicle for social change using the elements of historical fiction as its basis?

 What are the benefits and consequences of questioning/challenging social order?

 What is one's responsibility in taking a stand against prejudice/oppression while others choose to label and stereotype a group of individuals?

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

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.8 - (Not applicable to literature)

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.

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.

W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.8 - 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

 Analyze how setting affects character

 Explain character motivation

 Analyze dialogue to understand characters & plot development

 Describe characters' feelings and thoughts

 Describe characters based on details and inferences

 Understand how characters are developed or changed

 Explain and identify allusions in texts

 Identify the literary devices of flashback and foreshadowing with evidence from the text.

 Identify the point of view and analyze how it affects the way a story is told

 Allusion

 Flashbacks/ Foreshadowing

 Point of View

		<p>plagiarism and following a standard format for citation.</p> <p>W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
November	<p>Grade 8 ELA Classic Literature (Poetry, Shakespeare, Classics Excerpts, etc.)</p>			
	<p>Enduring Understandings ✕</p> <p>🏠 Classic literature serves to teach enduring lessons about life.</p> <p>🏠 Classic literature reaches across social and cultural boundaries.</p> <p>🏠 Common human characteristics resonate throughout classic literature.</p>	<p>Essential Questions ✕</p> <p>🏠 What can a person learn about humanity through a novel?</p> <p>🏠 What makes a novel a classic novel?</p> <p>🏠 How does literature connect to our lives?</p>	<p>Standards ✕</p> <p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.5a - Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5b - Use the relationship between particular words to better understand each of the words.</p> <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> <p>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.</p> <p>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.</p> <p>RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <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> <p>RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Knowledge & Skills ✕</p> <p>🏠 Students will be able to show how classic literature connects to their lives.</p>

		<p>W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.8.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		
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December	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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January	<p>Grade 8 ELA Animal Farm</p>				
	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p>A A balance of power must be achieved in order to sustain social justice</p>	<p>Why Why does humanity need to do more than just survive?</p>	<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Analyze Analyze the impact of specific word choice on meaning and/or tone</p>	

 Revolutions are only as effective as their leaders.

 Groups are disrupted when you challenge the norm.

 To thrive, humanity needs more than just basic needs being met.

 What happens to a group of people when you challenge the “norm” (routines, traditions, etc.)?

 How much risk are people willing to take on for a cause?

 Why is important to distinguish claims and counterclaims through writing?

L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.1a - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b - Form and use verbs in the active and passive voice.

L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.5a - Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5b - Use the relationship between particular words to better understand each of the words.

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.

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation

including Allegory, analogy and/or allusions to other texts/concepts.

 Provide a written argument analyzing how effective revolutions are in achieving & sustaining social justice.

 Interpret allegory in literary text

 Interprets extended metaphor in literary text

 Interprets irony in literary text

 Understands the point an author makes in a satirical passage

 Analyzes how dialogue advances plot in literary text

 Analyze how mood affects plot in a literary text

 Infer how a story would differ if it were told from another point of view

 Describe how ironic point of view affects meaning

			<p>by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
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February	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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March	<p>Grade 8 ELA The Diary of Anne Frank - (drama) (Night, WWII novels, etc.)</p>				
	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<p>Understand literary elements of a drama and the differences between that and regular fiction writing.</p>	<p>Do all people and groups deserve equality or the freedom from oppression?</p>	<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Make inferences about plot & character in a literary text</p>	

 Understand how the themes (ex: human nature, transformation and identity) develop over the course of a drama.

 Understanding how historical context/setting in a drama impacts the development of the themes, plot, mood, and characters.

 How much risk are people willing to take on for a cause?

 How can we use literature to better understand ourselves?

 How does dignity impact one's humanity?

L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.1b - Form and use verbs in the active and passive voice.

L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.5a - Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5b - Use the relationship between particular words to better understand each of the words.

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.

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1a - 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.

SL.8.1b - Follow rules for collegial

 Compare or contrast setting across literary text

 Identify details that reveal aspects of setting

 Compares themes in multiple literary texts

 Identify details that support the theme in literary text

 Analyze the effect of figurative language in literary text

 Identifies details that support narrator's viewpoint in literary text

 Analyzes use of stage directions

 Understands terms that refer to structural elements in drama

 Analyzes how dialogue advances plot in literary text

			<p>discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
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April	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
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May  **Grade 8 ELA Research**

	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
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<p> Research must consist of valid and reliable sources.</p> <p> Analysis is the process of breaking down of information and looking at each piece.</p> <p> Synthesis is the process of putting pieces of information together to make sense of how the pieces fit together as a whole.</p> <p> One's perspective creates bias which impacts how information is processed.</p> <p> Researched claims are based on reliable sources.</p>	<p> What makes a source reliable?</p> <p> How can analysis be used to understand information in a text?</p> <p> How do I choose the pieces information I need for synthesis?</p> <p> What do I do when two reliable sources give conflicting information?</p> <p> How does perspective impact the information presented?</p>	<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> <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> <p>RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 - Determine an author's point of view or purpose in a text and analyze</p>	<p> Compare & contrast claims in multiple argumentative texts</p> <p> Determine how an author organizes claims</p> <p> Collect, organize, analyze, and synthesize information from a variety of sources and use the knowledge to demonstrate their expertise on the topic</p> <p> Determine the difference between fact and opinion in informational texts</p>
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		<p> How does one's perspective impact the information presented?</p> <p> How does one discern & locate reliable sources?</p>	<p>how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>		
June	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕