

ELA 8 Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.1 RL.2 RL.4 RL.5 RL.9 RL.10</p> <p>RI.4 RI.6 RI.7 RI.10</p> <p>Writing W.2a-f W.3a-e W.4 W.5 W.7 W.8</p> <p>Language L.1a-d L.3a L.4a-d L.5 L.6</p> <p>Speaking and Listening SL.1a-d SL.2 SL.4 SL.5</p>	<ul style="list-style-type: none"> • Read and analyze how authors express their points of view in nonfiction narrative • Expand knowledge and use of academic and concept vocabulary • Write a nonfiction narrative • Conduct research projects of various lengths to explore a topic and clarify meaning • Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verbs • Collaborate with a team to build on the ideas of others, develop consensus, and communication • Integrate audio, visuals, and text in presentations • Present a nonfiction narrative • annotate passages as students read • respond to passages/reading selections (literary response) • Compare/contrast themes, patterns of events, and character types • Compare/contrast modern works of fiction, myths, or traditional stories • Summarize main ideas of selected passages/chapters/sections of a text • Explain historical events that influenced life on the North Slope (from My Name is Not Easy) • Analyze how different points of view of characters affect the reader • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (Two Old Women unit) 	<p>Terms to Know:</p> <ul style="list-style-type: none"> • symbolism • text-based evidence • connotation • denotation • narrative • fiction • nonfiction • monologue • synonym • antonym • close read • annotate/annotation • active/passive voice • historical fiction • point of view • perspective • summarize/paraphrase • main idea vs detail • plot • setting • internal and external conflict • resolution • direct and indirect characterization <p>Possible Materials/Resources:</p> <ul style="list-style-type: none"> • Red Roses by Dina McClellan • The Medicine Bag by Virginia Driving Hawk Sneve • (video) Apache Girl's Rite of Passage • Just be Yourself by Stephanie Pellegrin • Hanging Fire by Audre Lorde • Translating Grandfather's House by E.J. Vega

		<ul style="list-style-type: none"> • The Setting Sun and the Rolling World by Charles Nungoshi • Cub Pilot on the Mississippi by Mark Twain • Childhood and Poetry by Pablo Neruda • The Winter Hibiscus by Minfong Ho • Waikiki's Story • My Name is Not Easy *R unit (on Rubiconatlas) • Two Old Women *R unit (on Rubiconatlas)
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ELA 8 Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.1 RL.3 RL.6 RL.7</p> <p>RI.1 RI.2 RI.4 RI.5 RI.6 RI.7</p> <p>Writing W.2a-f W.5 W.7 W.8 W.10</p> <p>Speaking and Listening SL.1a-d SL.2 SL.4 SL.5</p> <p>Language L.1</p>	<ul style="list-style-type: none"> • analyze text structure in a drama • Write an explanatory essay in which they show connections between historical events and a dramatic adaptation • revise sentences using conjunctions correctly • write a variety of sentence structures correctly • deliver a multimedia presentation • read and analyze how authors discuss a cause, event, or condition that produces a specific result • expand knowledge and use of academic vocabulary • demonstrate command of the conventions of standard English • collaborate with their team to build on the 	<p>Terms to Know:</p> <ul style="list-style-type: none"> • text structure • drama • monologue • dialogue • mood • internal and external conflict • dramatic irony • character motivation • chronological • compare/contrast • verb tenses: simple, present, past, future • dramatic reading • conjunctions (coordinating and subordinating) • speech balloon • panel (graphic novel/comic) • encapsulation • caption • persecuted • traumatized • Holocaust

<p>L.2 L.3 L.4a-d L.5a,b L.6</p>	<p>ideas of others, develop consensus, and communicate</p> <ul style="list-style-type: none"> integrate audio, visuals, and text in presentations 	<ul style="list-style-type: none"> central idea supporting detail topic sentence inference context clues <p>Suggested Materials:</p> <ul style="list-style-type: none"> The Diary of Anne Frank (drama--text version) The Diary of Anne Frank (movie version) Frank Family and WWII Timelines Acceptance Speech for the Nobel Peace Prize by Elie Wiesel excerpt from Maus by Art Spiegelman (graphic novel) The Grand Mosque of Paris A Great Adventure in the Shadow of Wary by Mary Helen Dirks Quiet Resistance from Courageous Teen Resisters
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ELA 8 Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RI.1 RI.4 RI.6 RI.8 RI.9 RI.10</p> <p>Writing W.1a-e W.2a, b, f W.4 W.5 W.6 W.7 W.8 W.9a,b</p> <p>Speaking and</p>	<ul style="list-style-type: none"> Write an argument to support claims with clear reasons and relevant evidence Create cohesion and clarity among claims, counterclaims, reasons, and evidence Revise writing for pronoun-antecedent agreement Revise sentences to vary structure Cite textual evidence to support analysis and inferences drawn from the text determine strongly supporting details for what is explicitly stated and for 	<p>Terms to Know:</p> <ul style="list-style-type: none"> claim counterclaim evidence relevant fact opinion logical reasoning author's perspective point of view bias justifiable principle status quo clause independent and dependent clause coordinating and subordinating conjunctions sentence structure

<p>Listening SL.1a-d SL.3 SL.4 SL.5</p> <p>Language</p> <p>L.1a-c L.2a-c L.3 L.4a-d L.5a-c L.6</p>	<p>inferences made</p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases, including figurative, connotative, and technical meanings of words and phrases as used in a text. ● Analyze the impact of word choice on meaning and tone ● Analyze the impact of the use of analogies and allusions for meaning and tone ● determine an author's purpose and point of view ● identify evidence the author uses to support his/her viewpoint/purpose and conflicting evidence presented in a given text ● compare/contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints ● analyze the techniques an author uses to respond to conflicting evidence ● define and identify relevant/irrelevant evidence, sufficient/insufficient evidence in informational text ● delineate the argument and specific claims in a text ● evaluate an argument in a text ● identify difference or conflicting information ● recognize facts or interpretations ● determine how to introduce claims and acknowledge opposing claims ● evaluate sources for credibility and accuracy ● organize reasons and evidence logically ● establish and maintain a formal style in writing and/or speaking 	<ul style="list-style-type: none"> ● simple, compound, complex, and compound-complex sentences ● conflicting arguments ● logical fallacies ● overgeneralization ● slippery slope ● pronoun ● antecedent ● context clues ● repetition ● appeals to reason ● appeals to emotion ● appeals to authority ● ethos, pathos, logos ● word choice ● denotation vs connotation ● research report ● historical report ● biographical report ● author's style ● rhetorical devices ● parallel structure ● inference ● allusion ● analogy ● transition words/phrases ● cohesion ● MLA format ● debate <p>Suggested Materials:</p> <ul style="list-style-type: none"> ● Three Cheers for the Nanny State by Sarah Conly ● Ban the Ban! by Sidney Anne Stone ● Soda's a Problem but. . . by Karin Klein ● Words Do Not Pay by Chief Joseph
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	<ul style="list-style-type: none"> ● plan a concluding statement or section that follows from and supports the argument presented ● introduce a topic clearly ● develop the topic with relevant, well-chosen facts ● use appropriate and varied transitions to create cohesion ● Determine suitable idea development strategies, organization, and style appropriate to task, purpose, and audience. ● With guidance and support, develop and strengthen writing by using the writing process ● edit for conventions of writing ● Use technology to produce writing and present information efficiently ● Collaborate effectively for an intended purpose ● Select technology to present information and ideas ● Conduct short research projects to answer a question ● gather relevant information from multiple sources ● quote or paraphrase the data and conclusion of others while avoiding plagiarism ● use a specified format and guidelines (MLA) ● Demonstrate collegial rules for discussion and decision-making. ● Articulate students' own ideas clearly. ● Conduct a debate 	
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ELA 8 Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
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<p>Reading RI.3 RI.4 RI.5 RI.10</p> <p>Speaking and Listening SL.1a-d SL.3 SL.4 SL.5</p> <p>Language L.1 L.2a-c L.4a-c L.5a-c L.6</p> <p>Writing W.1a-e W.2 W.7 W.9</p>	<ul style="list-style-type: none"> • · Gather information and ideas from a variety of texts. • · Expand knowledge and use of academic and concept vocabulary. • · Write an informative essay that examines a topic and conveys ideas, concepts, and information as the foundation for a short speech • · Conduct research projects of various lengths to explore a topic and clarify meaning. • · Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs. • · Collaborate with your team to build on the ideas of others, develop consensus, and communicate. • · Integrate audio, visuals, and text in presentations. • Read a variety of texts • improve writing by using gerund and participial phrases to combine short, choppy sentences 	<p>Terms to Know:</p> <ul style="list-style-type: none"> • Text structure • expository writing • essay • compare/contrast • cause and effect • allusions • Informative presentation • allusions • biography • figurative language • figures of speech • personification • simile • metaphor • gerund and participial phrases <p>Suggested Materials:</p> <ul style="list-style-type: none"> • To Fly from Space Chronicles by Neil deGrasse Tyson • Nikola Tesla: The Greatest Inventor of All? by Vicky Baez • from The Invention of Everything Else by Samantha Hunt • The Human Brain • 25 Years Later, Hubble Sees Beyond Troubled Start by Dennis Overbye
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