

Timeframe: Throughout the Year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.2.8.A 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>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>CC.1.2.8.D 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> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotati</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Determine main idea(s)/author's claim and identify supporting evidence from text - Building world knowledge - Determine strength and/or validity of evidence - Analyze how a text makes connections among and between individuals, ideas, or events - Analyze how point of view impacts meaning and direction of text - Examine the structure of text - Examine why authors use the words they choose in a text and how it impacts you as a reader - Compare/contrast multiple texts on a single topic - Apply content-related vocabulary 	<p>Various articles for Article of the week</p> <ul style="list-style-type: none"> - connecting to additional article(s) with conflicting view point(s) <p>Non-Fiction text sets: Bad Girls Black Gold: The story of Oil in our Lives Warriors Don't Cry Money Ball Born on a Blue Day Phineas Gage: A Gruesome but True Story About Brain Science</p> <p>Various articles for informational writing exemplars</p> <p>Additional student selected non-fiction title used for comparative essay on writing quality</p> <p>Technology ELMO SMARTboard Netbooks Video text sets Classroom websites</p>	<p>Literature Circles</p> <p>Mark the Text</p> <p>Text Connections: Text-to-text Text-to-world Text-to-self</p> <p>* Additional student selected non-fiction title used for comparative essay on writing quality</p> <p>large and small group discussions</p>	<p>Students self select novels for literature circles</p> <p>Text used for whole class instruction are based on ability and interest</p> <p>Mini-lessons based on student need</p>	<p>Literature Circles</p> <p>Article of the week responses</p>

<p>ve, and technical meanings, and how they shape meaning and tone.</p> <p>CC.1.2.8.G 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>CC.1.2.8.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.J 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.</p> <p>CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>- Distinguish between shades of meaning for similar terms</p> <p>- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p>				
---	---	--	--	--	--

Grade: 8th Grade Language Arts

Unit: Literature

Timeframe: throughout the year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.3.8.A 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>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from.</p> <p>CC.1.3.8.C 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>CC.1.3.8.D 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.</p> <p>CC.1.3.8.E 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>CC.1.3.8.F</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Determine main idea(s)/theme(s) and identify supporting evidence from text - Building world knowledge - Determine strength and/or validity of evidence - Analyze the impact of authorial choices (including dialogue, etc.) on the story - Analyze how a text makes connections among and between individuals, ideas, or events - Analyze how point of view impacts meaning and direction of text - Examine the structure of text - Examine why authors use the words 	<p>Science Fiction – Fantasy Unit text set books include: A Wrinkle in Time The Giver Gathering Blue The Silver Kiss Clockwork I am Morgan Le Fay The Uglies Singularity The Last Book in the Universe Aquamarine The Thief of Always Flowers of Algernon The Secret The Dark Thirty</p> <p>Honors Titles include: Fahrenheit 451 Dracula The Invisible Man (Wells) The Martian Chronicles R.U.R. Portrait of Dorian Gray The Time Machine Canterville Ghost</p> <p>Various articles that differentiate genres from each other</p> <p>Holocaust unit text set books include: Night Diary of Anne Frank All But My Life Maus I & Maus II The Boy in the Striped Pajamas Tunes for Bears to Dance To I Have Lived a Thousand Years</p>	<p>Literature Circles (see speaking and listening standards) and in depth large and small group discussions</p> <p>Comparative extended response tests</p> <p>Monthly/Weekly pleasure reading charts</p> <p>Compare student-selected novel to movie based on novel.</p>	<p>Students self select novels for literature circles</p> <p>Text used for whole class instruction are based on ability and interest</p> <p>Mini-lessons based on student need</p> <p>Audio Books</p> <p>Advanced/Graphic Organizers</p>	<p>Literature Circles</p> <p>Graphic Organizers</p> <p>Essays</p> <p>Journal Entries</p> <p>Quizzes</p>

<p>Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>CC.1.3.8.G 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 directors or actors.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J 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.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>they choose in a text and how it impacts you as a reader</p> <ul style="list-style-type: none"> - Use context of text to determine meaning of unfamiliar terms - Distinguish between shades of meaning for similar terms - Read and comprehend literary fiction on grade level, reading independently and proficiently 	<p>Devils Arithmetic Daniel's Story Anne Frank the play</p> <p>Holocaust Museum and various artifacts and survivor accounts</p> <p>Hero Unit text set books include: To Kill a Mockingbird Witness Night John Twelve Angry Men Mockingbird In Search of Mockingbird</p> <p>Articles about the nature of heroism, especially current events</p> <p>Multicultural unit text set books include: A Gathering of Flowers America Street Freak the Mighty</p> <p>Articles about cultural differences</p> <p>Various short stories</p> <p>Various student selected titles for pleasure reading assignment – which makes up 50% of reading diet</p> <p>Edgar Allen Poe</p> <p>Additional whole class texts: Old Man and the Sea Ethan Frome (honors only) Red Badge of Courage</p> <p>Viewing of movies either in entirety or snippets for anticipatory set: The Chronicles of Narnia: The Lion, the witch and the wardrobe To Kill a Mockingbird The Old man and the Sea The Boy in the Striped Pajamas</p>			
--	--	--	--	--	--

		The Diary of Anne Frank Twelve Angry Men Technology ELMO SMARTboard Netbooks Video text sets Classroom websites			
--	--	---	--	--	--

Timeframe: 4 Weeks

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.E</p>	<p>SWBAT:</p> <p>Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, to support writer's purpose.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding section that follows from and supports the information or explanation presented.</p> <p>Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure</p>	<p>Copies Past student samples</p> <p>RSS feed via Jester wiki</p> <p>Newspapers</p> <p>Teacher exemplars</p> <p>Magazine articles</p> <p>Visual word processing programs</p> <p>Technology ELMO</p> <p>SMARTboard</p> <p>Netbooks</p> <p>** multimedia citations for digital media **</p> <p>Blog Posts</p> <p>Google Docs</p> <p>Wiki Posts</p>	<p>Anticipatory Activities <i>Teacher facilitated review of samples of informative writing</i> - close reading of exemplars - whole class/small group</p> <p><i>Investigative activity</i> - why is this an example of informative writing - I do, we do, you do</p> <p><i>Wide reading of example texts</i></p> <p><i>Close reading of touchstone texts</i> - students share observations of texts</p> <p><i>RSS Feed reviews</i> - students write informally without grading, to build engagement, practice skills gained from review of news feeds</p> <p><i>Pick 3 topics of interest and write a single page about each one</i></p> <p>Instruction <i>Introduce assignment</i> - expectation of several drafts</p>	<p>Writing on one topic Research prior to writing</p> <p>Student/Teacher generated topic</p> <p>Handout with outline</p> <p>Mini-lessons based on student need</p> <p>Class reflection</p>	<p>Conferences (drafts, peer, teacher)</p> <p>Student Feedback</p> <p>Read Arouns</p> <p>Self-assessment</p>

<p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.T 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.</p> <p>CC.1.4.8.V</p>	<p>in which ideas are logically grouped to support the writer's purpose.</p> <p>Develop the analysis using the relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <ul style="list-style-type: none"> - Write multiple drafts, provide/receive feedback and apply as appropriate - Gather and evaluate strength/validity details through research in support of topic 		<ul style="list-style-type: none"> - focus on focus, content and organization - teach focus areas <p><i>Students write</i></p> <p><i>Read Arouds</i></p> <p><i>Student conferences</i></p> <p><i>Teacher conferences</i></p> <p><i>Mini lessons based on student need</i></p> <p><i>Reflect on writing process</i></p> <p><i>Share final drafts with class</i></p>		
--	--	--	--	--	--

<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W 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> <p>CC.1.4.8.X 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.</p> <p>In development: CC.1.4.8.U <i>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.</i></p>					
--	--	--	--	--	--

Timeframe: 4 Weeks

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counter claims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Write text meeting the exemplary standard following the PA Writing Rubric - Write multiple drafts, provide/receive feedback and apply as appropriate - Gather and evaluate strength/validity of details through research in support of topic - Understand and represent the opposing viewpoint within your argument - Take a position - Use reading exemplars to impact writing - Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources 	<p>Copies Past student samples</p> <p>RSS feed via Jester wiki</p> <p>Newspapers</p> <p>Teacher exemplars</p> <p>Magazine articles</p> <p>Professional exemplars</p> <p>Encyclopedia</p> <p>Technology ELMO</p> <p>SMARTboard</p> <p>Netbooks</p> <p>Video text sets</p> <p>Class websites</p> <p>Blog Posts</p> <p>Google Docs</p> <p>Wiki Posts</p> <p>TED Talks TED.com</p>	<p>Anticipatory Activities <i>Teacher facilitated review of samples of argumentative writing</i></p> <ul style="list-style-type: none"> - close reading of exemplars - whole class/small group <p><i>Investigative activity</i></p> <ul style="list-style-type: none"> - why is this an example of argumentative writing - I do, we do, you do <p><i>Wide reading of example texts</i></p> <p><i>Close reading of touchstone texts</i></p> <ul style="list-style-type: none"> - students share observations of texts <p><i>RSS Feed reviews</i></p> <ul style="list-style-type: none"> - students write informally without grading, to build engagement, practice skills gained from review of news feeds <p><i>Pick 3 topics of interest and write a single page about each one</i></p> <p>Introduction <i>Introduce assignment</i></p>	<p>Writing on one topic</p> <p>Research prior to writing</p> <p>Student/Teacher generated topic</p> <p>Handout with outline</p> <p>Mini-lessons based on student need</p> <p>Class reflection</p>	<p>Conferences (drafts, peer, teacher)</p> <p>Student Feedback</p> <p>Read Arouns</p> <p>Self-assessment</p>

<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by pla</p>	<p>and demonstrating an understanding of the topic or text</p> <ul style="list-style-type: none"> - Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence - Establish and maintain a formal style - Provide a concluding section that reinforces the claims and reasons presented - Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose - Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s) - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts - Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events 		<ul style="list-style-type: none"> - expectation of several drafts - focus on focus, content and organization - teach focus areas <p><i>Students write</i></p> <p><i>Read Arouns</i></p> <p><i>Student conferences</i></p> <p><i>Teacher conferences</i></p> <p><i>Mini lessons based on student need</i></p> <p><i>Reflect on writing process</i></p> <p><i>Share final drafts with class</i></p>		
---	---	--	---	--	--

<p>nning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W 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> <p>CC.1.4.8.X 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.</p> <p>In development: <i>CC.1.4.8.U</i> <i>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently a</i></p>					
---	--	--	--	--	--

s well as to interact and collaborate with others.					
--	--	--	--	--	--

Grade: 8th Grade Language Arts

Unit: Narrative Writing

Timeframe: 3 Weeks

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of techniques, such as parallel events, flashback, and foreshadowing, to build a narrative.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Write text meeting the exemplary standard following the PA Writing Rubric - Write multiple drafts, provide/receive feedback and apply as appropriate - Tell a story that illustrates a point using purposeful techniques (character development, flashbacks, etc.) - Use reading exemplars to impact writing - 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 using a variety of techniques, such as parallel events, flashback, and foreshadowing, to build a narrative. 	<p>Mentor Texts:</p> <ul style="list-style-type: none"> - Teacher and student exemplars - Short stories <p>Technology:</p> <ul style="list-style-type: none"> - Elmo - SMARTboard - Netbooks <p>Blog Posts</p> <p>Google Docs</p> <p>Wiki Posts</p> <p>National Novel Writing Month (NaNo WriMo)</p> <p>Figment - Writer's Website</p>	<p>Anticipatory Activities</p> <p><i>Teacher facilitated review of samples of narrative writing</i></p> <ul style="list-style-type: none"> - close reading of exemplars - whole class/small group <p><i>Investigative activity</i></p> <ul style="list-style-type: none"> - why is this an example of narrative writing - I do, we do, you do <p><i>Wide reading of example texts</i></p> <p><i>Close reading of touchstone texts</i></p> <ul style="list-style-type: none"> - students share observations of texts <p><i>RSS Feed reviews</i></p> <ul style="list-style-type: none"> - students write informally without grading, to build engagement, practice skills gained from review of news feeds 	<p>Writing on one topic</p> <p>Research prior to writing</p> <p>Student/Teacher generated topic</p> <p>Handout with outline</p> <p>Mini-lessons based on student need</p> <p>Class reflection</p>	<p>Conferences (drafts, peer, teacher)</p> <p>Student Feedback</p> <p>Read Arouns</p> <p>Self-assessment</p>

<p>ity of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. <p>CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.T 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.</p>	<p>event sequence that unfolds naturally and logically to support the writer's purpose</p> <ul style="list-style-type: none"> - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters - Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and show the relationships among experiences and events - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events - Provide a conclusion that follows from and reflects on the narrated experiences or events 		<p><i>Pick 3 topics of interest and write a single page about each one</i></p> <p>Instruction</p> <p><i>Introduce assignment</i></p> <ul style="list-style-type: none"> - expectation of several drafts - focus on focus, content and organization - teach focus areas <p><i>Students write</i></p> <p><i>Read Arouds</i></p> <p><i>Student conferences</i></p> <p><i>Teacher conferences</i></p> <p><i>Mini lessons based on student need</i></p> <p><i>Reflect on writing process</i></p> <p><i>Share final drafts with class</i></p>		
--	--	--	---	--	--

CC.1.4.8.X

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.

In development:

CC.1.4.8.U

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.

Timeframe: Throughout the Year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. - HISTORY</p> <p>CC.1.5.8.D 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 v</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Effectiveness present a position to the class integrating technology and/or multimedia displays purposefully - Fully participate in large and small group discussions - Evaluate the content of a speaker's argument - Evaluate the effectiveness of different media formats 	<p>Various titles from the reading literature and informational text lists</p> <p>TED Talks TED.com</p>	<p>Literature Circles</p> <p>Large and small group discussions</p> <p>Jigsaw Share Outs</p> <p>Article of the Week Discussions</p>	<p>Class reflection</p> <p>Student selected topics and book titles for varying interest and academic levels</p> <p>Use of notes/technology</p>	<p>Literature Circles</p> <p>Poetry Slam Presentations</p> <p><i>Presentation of Persuasive/Informative Writing</i> - WITH MULTIMEDIA</p> <p><i>(Speaking Assessment: Volume, Eye contact, Pace, Poise, Posture, Content awareness, Inflection)</i></p>

<p>Volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>					
--	--	--	--	--	--

Timeframe: Throughout the year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.2.8.F CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone</p> <p>CC.1.2.8.J CC.1.3.8.J Acquire and use accurately appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.K CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.8.E CC.1.4.8.K</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Examine why authors use the words they choose in a text and how it impacts you as a reader - Draw connections between new and known vocabulary - Distinguish between shades of meaning for similar terms - Use context of text to determine meaning of unfamiliar terms - Apply learned vocabulary in speech and writing 	<p>Vocabulary for Achievement</p> <ul style="list-style-type: none"> - Level 2 - Level 5 <p>Kelly Gallagher 30/15/10 List</p> <p>Warner’s <i>Grammar and Composition</i></p> <p>Literature Aligned Vocabulary</p> <p>American Heritage’s 100 Words Every Middle Schooler Should Know</p> <p>Teacher/Student Selected Supplementary Vocabulary</p> <p>Teacher Generated Worksheets</p>	<p>Frayer Model</p> <p>Visualization</p> <p>Interactive Vocab Games</p> <p>Creation of Vocabulary Videos for Morning Announcements</p>	<p>Modified Lists Based on Ability Level</p>	<p>Review Activities</p> <p>Quizzes/Tests</p>

<p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language and do main-specific vocabulary to inform about or explain the topic.• Use sentences of varying lengths and complexities.• Create tone and voice through precise language.• Establish and maintain a formal style. <p>CC.1.4.8.Q</p> <p>Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.• Use sentences of varying lengths and complexities.• Create tone and voice through precise language.					
--	--	--	--	--	--

Grade: 8th Grade Language Arts

Unit: Grammar

Timeframe: Throughout the year

COMMON CORE STANDARDS	LEARNING OBJECTIVES	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION PLAN	FORMATIVE ASSESSMENTS
<p>CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. <p>CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking bas</p>	<ul style="list-style-type: none"> - Differentiate between formal and informal writing - Demonstrate understanding of standard grammar principles - Purposeful manipulation of standard grammar principles based on authorial choice and audience awareness - Purposeful use of word choice, sentence variety, etc. to meet audience needs - Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences - Form and use verbs in the active and passive voices - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood - Recognize and correct inappropriate shifts in verb voice and mood 	<p>Daily Oral Language</p> <p>Exemplar Literature Excerpts</p> <p>Tingoed.com</p> <p>Harry Noden <i>Image Grammar</i></p> <p>Jeff Anderson <i>Every Day Editing</i> <i>Mechanically Inclined</i></p>	<p>Sentence Stalking</p> <p>Direct Instruction</p>	<p>Modified focus based on student need</p>	<p>Quizzes/Tests</p> <p>Student Writing</p>

<p>ed on Grade 8 level and content</p>	<ul style="list-style-type: none">- Place phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers - Recognize and correct inappropriate shifts in pronoun number and person - Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents) - Recognize and correct inappropriate shift in verb tense - Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences - Correctly use frequently confused words (to, two, too...) - Ensure subject-verb and pronoun-antecedent agreement - Use punctuation (comma, ellipsis, and dash) to indicate a pause or break - Use an ellipsis to indicate an omission - Spell correctly - Use punctuation (commas, parentheses, and				
--	---	--	--	--	--

	dashes) to set off nonrestrictive/parenthetical elements - Use punctuation to separate items in a series				
--	--	--	--	--	--