

8th Grade Units

Writing Overview (First Two Weeks)

Big Ideas

Effective speakers prepare and communicate messages to address the audience and purpose.
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Essential Questions

How do speakers employ language and utilize resources to effectively communicate a message?
What makes clear and effective writing?
Why do writers write? What is the purpose?
Who is the audience? What will work best for the audience?

Standards

Eligible Content - E08.B-C.2.1.2 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.

Standard - 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 volume and clear pronunciation.

Standard - CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

Standard - CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Standard - CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

Short Stories

Big Ideas

Effective readers use appropriate strategies to construct meaning.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions

How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?

How does interaction with text provoke thinking and response?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

How does one develop and refine vocabulary?

Standards

Eligible Content - E08.A-K.1.1.1 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.

Eligible Content - E08.B-V.4.1.1 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, secede). c. Determine the meaning of technical words and phrases used in a text.

Eligible Content - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Eligible Content - E08.B-V.4.1.1 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, secede). c. Determine the meaning of technical words and phrases used in a text.

Standard - CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - 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.

Language

Big Ideas

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

How do grammar and the conventions of language influence spoken and written communication?

Standards

Eligible Content - E08.D.2.1.1 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).

Eligible Content - E08.D.1.1.2 Form and use verbs in the active and passive voice.

Eligible Content - E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Eligible Content - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.

Eligible Content - E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

Eligible Content - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Eligible Content - E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.

Eligible Content - E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Eligible Content - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.

Eligible Content - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

Eligible Content - E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

Eligible Content - E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.

Eligible Content - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

Eligible Content - E08.D.1.2.2 Use an ellipsis to indicate an omission.

Eligible Content - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.

Eligible Content - E08.D.1.2.5 Use punctuation to separate items in a series.

Informative Essay

Big Ideas

Effective research requires the use of varied resources to gain or expand knowledge.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

How does one organize and synthesize information from various sources?

How does one best present findings?

How do learners make decisions concerning formal and informal language in social and academic settings?

How do grammar and the conventions of language influence spoken and written communication?

Standards

Eligible Content - E08.B-C.2.1.2 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.

Eligible Content - E08.C.1.2.1 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, and cause/effect to support the writer's purpose.

Eligible Content - E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Eligible Content - E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Eligible Content - E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

Eligible Content - E08.C.1.2.5 Establish and maintain a formal style.

Eligible Content - E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.

Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone.

Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.

Eligible Content - E08.D.2.1.5 Choose punctuation for effect.

Eligible Content - E08.D.1.2.3 Spell correctly.

Standard - CC.1.4.8.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Standard - 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.

Standard - 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.

Standard - 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.

Standard - 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.

Anne Frank

Big Ideas

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions

How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?

How does interaction with text provoke thinking and response?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

How does one develop and refine vocabulary?

Standards

Eligible Content - E08.B-K.1.1.1 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.

Eligible Content - E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

Eligible Content - E08.B-K.1.1.2 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.

Eligible Content - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Eligible Content - E08.B-V.4.1.1 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, secede). c. Determine the meaning of technical words and phrases used in a text.

Eligible Content - E08.A-K.1.1.2 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.

Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

EBRs and TDAs

Eligible Content - E08.E.1.1.1 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.

Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Eligible Content - E08.E.1.1.5 Establish and maintain a formal style.

Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Standard - 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.

Standard - CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - 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.

Standard - 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.

Call of the Wild

Big Ideas

Effective readers use appropriate strategies to construct meaning.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?
How does interaction with text provoke thinking and response?

Why learn new words?
What strategies and resources does the learner use to figure out unknown vocabulary?
How does one develop and refine vocabulary?

Standards

Eligible Content - E08.B-K.1.1.2 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.

Eligible Content - E08.B-V.4.1.1 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, secede). c. Determine the meaning of technical words and phrases used in a text.

Eligible Content - E08.A-K.1.1.1 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.

Eligible Content - E08.A-K.1.1.2 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.

Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

EBRs and TDAs

Eligible Content - E08.E.1.1.1 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.

Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Eligible Content - E08.E.1.1.5 Establish and maintain a formal style.

Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Standard - 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.

Standard - CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - 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.

Standard - 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.

Standard - 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 volume and clear pronunciation.

Standard - CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Standard - CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

Narrative

Big Ideas

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

What makes clear and effective writing?
Why do writers write? What is the purpose?

Who is the audience? What will work best for the audience?

How do learners make decisions concerning formal and informal language in social and academic settings?

How do grammar and the conventions of language influence spoken and written communication?

Standards

Eligible Content - E08.B-C.2.1.2 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.

Eligible Content - E08.D.1.2.3 Spell correctly.

Eligible Content - E08.C.1.3.1 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 to support the writer's purpose.

Eligible Content - E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Eligible Content - E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.

Eligible Content - E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Eligible Content - E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.

Standard - 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.

Standard - 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.

Standard - 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.

Poetry

Big Ideas

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

What makes clear and effective writing?
Why do writers write? What is the purpose?
Who is the audience? What will work best for the audience?

How do learners make decisions concerning formal and informal language in social and academic settings?
How do grammar and the conventions of language influence spoken and written communication?

Standards

Eligible Content - E08.B-C.2.1.1 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.

Eligible Content - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Eligible Content - E08.B-V.4.1.2 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).

Eligible Content - E08.A-K.1.1.1 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.

Standard - CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Eligible Content - E08.D.2.1.5 Choose punctuation for effect.

Julius Caesar

Big Ideas

Effective readers use appropriate strategies to construct meaning.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?
How does interaction with text provoke thinking and response?

Why learn new words?

What strategies and resources does the learner use to figure out unknown vocabulary?

How does one develop and refine vocabulary?

Standards

Eligible Content - E08.B-K.1.1.1 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.

Eligible Content - E08.B-C.2.1.1 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.

Eligible Content - E08.B-V.4.1.1 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, secede). c. Determine the meaning of technical words and phrases used in a text.

Eligible Content - E08.B-C.3.1.1 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.

Eligible Content - E08.A-K.1.1.1 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.

Eligible Content - E08.A-K.1.1.2 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.

Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.

EBRs and TDAs

Eligible Content - E08.E.1.1.1 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.

Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Eligible Content - E08.E.1.1.5 Establish and maintain a formal style.

Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Standard - CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Standard - CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - 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.

Standard - 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.

Standard - CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

Argumentative Essay

Big Ideas

Effective research requires the use of varied resources to gain or expand knowledge.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

What does a reader look for and how can s/he find it?

How does a reader know a source can be trusted?

How does one organize and synthesize information from various sources?

How does one best present findings?

How do learners make decisions concerning formal and informal language in social and academic settings?

How do grammar and the conventions of language influence spoken and written communication?

Standards

Standard - CC.1.4.8.G Write arguments to support claims.

Eligible Content - E08.C.1.1.1 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.

Eligible Content - E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Eligible Content - E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Eligible Content - E08.C.1.1.4 Establish and maintain a formal style.

Eligible Content - E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

Eligible Content - E08.B-C.2.1.2 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.

Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.

Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone.

Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.

Eligible Content - E08.D.2.1.5 Choose punctuation for effect.

Eligible Content - E08.D.1.2.3 Spell correctly.

Standard - 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.

Standard - 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.

Standard - 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.

Standard - 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.

PSSA Prep

Big Ideas

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions

How do readers know what to believe in what they read, hear, and view?

How does interaction with text provoke thinking and response?

Standards

Eligible Content - E08.B-K.1.1.2 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.

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Eligible Content - E08.B-C.2.1.1 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.

Eligible Content - E08.B-V.4.1.1 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, secede). c. Determine the meaning of technical words and phrases used in a text.

Eligible Content - E08.A-K.1.1.2 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.

EBRs and TDAs

Eligible Content - E08.E.1.1.1 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.

Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Eligible Content - E08.E.1.1.5 Establish and maintain a formal style.

Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Standard - 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.

The Westing Game/Sentence Diagramming

Big Ideas

Effective readers use appropriate strategies to construct meaning.
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?
How does interaction with text provoke thinking and response?

Why learn new words?
What strategies and resources does the learner use to figure out unknown vocabulary?
How does one develop and refine vocabulary?

Standards

Eligible Content - E08.A-K.1.1.1 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.
Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Eligible Content - E08.B-K.1.1.2 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.

Eligible Content - E08.A-K.1.1.1 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.

Eligible Content - E08.A-K.1.1.2 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.

Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Standard - CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - 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.

Standard - 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 volume and clear pronunciation.

Could Add Explicit Lessons On:

Eligible Content - E08.B-C.3.1.2 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.

Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.