



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 8th Grade SPED English Language Arts--Reading Curriculum

**Course Description:** 8th Grade English Language Arts--Reading is a course that focuses on creating thoughtful readers. This course emphasizes information literacy, critical thinking, elements of literature, text structures, and analysis of arguments. The ultimate goal is to produce life-long readers who can be successful in future endeavors.

**Course Philosophy:** In the reading classroom, we value **choice** because reading is personal and creates a social and collaborative community. We value **progress over perfection** because reading is hard, but together, we can do hard things. We value **critical thinking** because reading is the foundation to create a better world and a better you. #ReadingIsLife

**Course Format:** The day to day operation of the classroom should follow a workshop model. This model consists of 5 parts: Read, Write, Study, Do, Share.

- Read (15 minutes) - Students independently read their self-selected novel.
- Write (5 minutes) - Students reflect on their reading, often with a teacher provided prompt.
- Study (20 minutes) - Students receive direct instruction from the teacher.
- Do (35 minutes) - Students use the instruction to create meaning.
- Share (5 minutes) - Debrief and reflect on the successes of the class.

The time frames for this model are a suggestion. At the start of a unit, the “study” portion may be longer than the “do” portion. Later in the unit, the “study” portion could be shortened and the “do” portion takes the majority of class.

*\* This document contains the entire 8<sup>th</sup> Grade English Language Arts – Reading curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the middle school 8<sup>th</sup> grade English Language Arts – Reading Resource class.*

**8th Grade English Language Arts Scope and Sequence: Reading and Writing**

READING		WRITING	
Blocks	Unit	Blocks	Unit
6-8	<u>Unit 1</u> : Reading for Life	6-8	<u>Unit 1</u> : Communication in ELA
30	<u>Unit 2</u> : Elements of Literature	30	<u>Unit 2</u> : Elements of Literature
15	<u>Unit 3</u> : Research & Informational Texts	15	<u>Unit 3</u> : Information Literacy Research & Critical Thinking
20	<u>Unit 4</u> : Analysis of the Argument	20	<u>Unit 4</u> : Art of Argument
5-7	<u>Unit 5</u> : Culminating Unit	5-7	<u>Unit 5</u> : Culminating Unit

**Scope and Sequence:**

Timeframe	Unit
6-8 blocks	Reading for Life
30 blocks	Elements of Literature
15 blocks	Information Literacy Research & Critical Thinking
20 blocks	Analysis of the Argument
5-7 blocks	Culminating Unit

**Sample Block Break Down:** Classes are organized in a reader’s workshop model.

Opening (Read)	QuickWrite (Write)	Mini Lessons (Study)	Student Work Time (Do)	Reflection (Share)
15 min	5 min	20 min	30-40 min	5 min

# Curriculum Revision Tracking

## Spring 2022

- Suggested resources to support student learning within units were provided from StudySync, the new ELA & Reading resource adopted beginning SY '22-'23
- Engaging Experiences structure was redesigned to better align with the workshop model
- Scope, sequence, and content alignment across ELA and Reading were improved
- Learning targets and success criteria were developed for each DESE-identified priority standard
- All standards were realigned to match DESE priority standards

## Spring, 2020

Sequence of units was changed.

Unit 1:

- Deleted Topics 1 and 3 and created new ones. Embedded skills in old topics 1 and 3 into other experiences in the course.
- Complete revision of most experiences in this unit.

Unit 2:

- Was unit 3 in previous sequences
- Added ongoing skill building

Unit 3:

- Was unit 2 in previous sequences
- Added ongoing skill building

Unit 4:

- Was unit 5 in previous sequences
- Added ongoing skill building
- Deleted Topic 2
- Revised Engaging Scenario

Unit 5:

- Revised Essential Questions
- Revised all Topics, Experiences, and Engaging Scenario

## Fall, 2018

- Pacing changed from “class periods” to “minutes”

## Spring 2018

Unit 2:

- Topic 1, Experience 2 was changed
- Project options added to Engaging Scenario

## **Spring 2017**

### Unit 1:

- New experience 2 for Topic 2 (previous one was removed)
- Pacing for unit was lengthened
- Topic 3, Experience 1 was changed

### Unit 4:

- New Unit Title

## **Spring 2016**

### Unit 1:

- Topic 2, Engaging Experience 2 removed
- Adjustments made to the Engaging Scenario
- Unit pacing shortened

### Unit 2:

- Topic 1, Experience 2 adjusted
- Unit pacing lengthened
- Added Topic 3, Engaging Experience 3
- Engaging Scenario adjusted

### Unit 3:

- Added an engaging Experience to Topic 3
- Engaging Scenario adjusted

### Unit 4:

- All topics and engaging experiences have changed
- Engaging Scenario has changed

### Unit 5:

- Addition of a new Topic 1
- Previous Topic 1 was moved to Topic 2
- Pacing adjusted

# Unit 1: Reading for Life

**Subject:** Reading

**Grade:**8th

**Name of Unit:** Reading for Life

**Length of Unit:** 6-8 blocks

**Overview of Unit:** The theme of this unit (and an overarching theme for this year in both Writing and Reading) is the concept of “truth” and encouraging students to discover aspects of what truth is as well as how to find it different aspects of communication (writing, reading, and speaking & listening).

**Priority Standards for unit:**

- None for this unit

**Supporting Standards for unit:**

- 8.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Essential Questions:**

1. How does literature impact life?

**Enduring Understanding/Big Ideas:**

1. I can read for a variety of purposes.
2. I can communicate in a variety of settings.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Delineate coherent engage evidence elaborate relevant claims	Collaborate Cooperate Present Multimedia

**Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books:** The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer’s craft analysis. (\*Means shared ELA/Reading resource)

- *180 Days* by Gallagher and Kittle (available from building admin.)
- *Patina* by Jason Reynolds (cross-listed in units 1, 2, 5)
- *Lily & Dunkin* by Donna Gephart (cross-listed in units 1, 2, 5)
- *Compound* by S.A. Bodeen (cross-listed in units 1, 2, 5)
- *A Wish in the Dark* by Christina Soontornvat (cross-listed in units 1, 2, 5)
- *Free Lunch* by Rex Ogle (cross-listed in units 1, 2, 5)

## Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

### **Engaging Scenario** (2-3 blocks)(4-5 blocks)

Students will create a communication that will present a “Truth” about them or their generation individually and present a photo along with a paragraph to explain the truth of generational stereotypes they are involved in daily.

Students enter into this project from the [New York Times](#) in order to create the “real life” application

Ex. [Unit 1 Final Assessment](#)

# Engaging Experience 1

**Title:** Creating classroom community & launching readers workshop

**Suggested Time Length:**  
1-2 blocks  
4-6 blocks

**Priority Standard(s):** None

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
Students will set up and maintain a Reader's Notebook.	<ul style="list-style-type: none"> <li>• I can set an organizational structure for the year</li> <li>• I can collect fiction and nonfiction examples of different literary elements.</li> <li>• I can reflect on what I have read.</li> <li>• I can share my thoughts about reading with others.</li> </ul>	Apply	2

**Supporting Standard(s):**

- 8.SL.1.A Collaborating follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>

**Instructional Notes:**

Setting up Reader's Notebooks; Teacher/Student Expectations; Independent Reading; Book selection

## Engaging Experience 2

**Title:** Communicating in the classroom

**Suggested Time**

**Length:**

1-2 blocks

3-4 blocks

**Priority Standard(s):** None

**Learning Target(s):**

**Success Criteria:**

**Bloom's  
Taxonomy  
Levels:**

**Webb's  
DOK:**

Students will determine guidelines for effective communication.

- I can describe or define good communication.
- I can use my prior knowledge about good communication to brainstorm rules or guidelines for communicating.
- I can work collaboratively with my peers to compare/contrast our ideas about what makes for effective communication.
- I can conduct quality research to identify effective rules or guidelines for good communication.
- I can work with my peers to combine, consolidate, and clarify a high-quality list of rules or guidelines for effective communication.

Evaluate

3

**Supporting Standard(s):**

- 8.SL.1.A Collaborating follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

**Read**

**Write**

**Study**

**Do**

**Share**

Research effective communication techniques

Take Notes

Combine with others and consolidate to reach top 10

Post around room

**Instructional Notes:**

Students will research effective communication techniques in reading and identify 5 of the most important rules. Then they will combine together with another group and consolidate until the class has reached a consensus of 10 rules. The team will eventually have a total list of about 10 rules for Communicating in ELA. These can be posted around the room

[Unit 1 Notes -Effective Communication - 8th](#)

[Unit 1 Student Notes - Effective Communication](#)

[Top 10 Ways to Effectively Communicate List Directions](#)

## Engaging Experience 3

<b>Title:</b> Rules of a Conversation/Group Dynamics		<b>Suggested Time Length:</b> 2-3 blocks 4-5 blocks		
<b>Priority Standard(s):</b> None				
<b>Learning Target(s):</b>	<b>Success Criteria:</b>	<b>Bloom's Taxonomy Levels:</b>	<b>Webb's DOK:</b>	
Students will communicate effectively with peers.	<ul style="list-style-type: none"> <li>I can come to class prepared, follow rules of discussion, pose questions and respond to others with relevant information.</li> <li>I can make my ideas easily understood by other people using good communication skills.</li> <li>I can understand others' ideas by paying close attention to their communication.</li> </ul>	Apply	2	
Students will produce clear, relevant writing.	<ul style="list-style-type: none"> <li>I can create writing that is relevant, detailed, and "makes sense."</li> <li>My writing is clearer because I use capitalization, punctuation, and elements of grammar effectively.</li> <li>My writing will be understood clearly by others.</li> </ul>	Apply	2	
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>I can identify the main idea in a passage of writing.</li> <li>I can draw conclusions by citing evidence from the text that best supports the main message.</li> </ul>	Analyze	3	
<b>Supporting Standard(s):</b>				
<ul style="list-style-type: none"> <li>● 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.</li> <li>● 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> </ul>				
<b>Read</b>	<b>Write</b>	<b>Study</b>	<b>Do</b>	<b>Share</b>
Read suggested texts	Annotate texts & prepare for discussion		Socratic Seminar, Fishbowl, etc	

**Instructional Notes:**

1. This is the experience where the thematic idea of truth can begin. To introduce the idea, choose a short text that ties into the idea of finding truth or truth being revealed. Possible choices: “Frankenstein” poem by Edward Field, “Hanging Fire” by Audre Lorde and “Teenagers” by Pat Mora, “To Be of Use” poem by Marge Piercy.
2. Using the anchor texts, students can engage in conversations while also applying some of the text analysis work that they will be doing throughout the year.

[Shades of Truth Discussion Activity](#)[Poems](#)[Finding Truth Activity Directions](#)[Finding Truth Activity - Socratic Seminar Prep Work](#)[Finding Truth Socratic Seminar Discussion Board - Scoring Guide](#)

Students will work together to flesh out the concept of truth in the texts. They should be assessed over following the rules of communication and speaking within the groups. Students should work in small groups first, and then discuss as a whole class. Options for whole class discussion include Fishbowl, Socratic Seminar, etc. Teachers should lead students to the understanding that truth can be a personal concept and can be (somewhat) universal based on cultural, historical, political, religious, scientific, etc. considerations.

**[Suggested Accommodation & Modifications](#)**

- Select anchor texts that center around one theme that are aligned with students reading levels.
- Review or explicitly teach students how to annotate texts.
- Consider having students watch a socratic seminar before doing the engaging experience.

## Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Creating classroom community & launching readers workshop	Students will explore what it means to be a reader and why it's important to everyday life. Students will learn how to choose engaging high interest books and set up readers workshop journals.	1-2 Blocks 4-6 blocks
Communicating in the classroom	Students will research effective communication techniques to come up with a "Top 10 List." Students will research and develop lists individually first. They will then share these presentations with a group and create a group presentation to share with the class. The class will then develop a "Top 10 List" of effective communication techniques to be posted and used in the classroom.	1-2 Blocks 3-4 blocks
Rules of a Conversation/ Group Dynamics	Students will discuss literature read in class, and then work through the concept of finding truth.	2-3 Blocks 4-5 blocks
Engaging Scenario	<p>Students will create a communication that will present a "Truth" about them or their generation individually and present a photo along with a paragraph to explain the truth of generational stereotypes they are involved in daily.</p> <p>Ex. <a href="#">Unit 1 Final Assessment</a> Students enter into this project from the <a href="#">New York Times</a> in order to create the "real life" application</p>	2-3 Blocks 4-5 blocks

## Unit 2: Elements of Literature

**Subject:** Reading

**Grade:**8th

**Name of Unit:** Elements of Literature

**Length of Unit:** 30 blocks

**Overview of Unit:** Students will use a variety of classic short stories to analyze different literary elements, with a particular focus on theme, irony, and point of view. This unit focuses on the horror genre, using Edgar Allen Poe’s “The Tell-Tale Heart” as a core mentor text to engage and excite students about how authors can hold back information from their audience to create suspense. This unit challenges students to recognize that everything in literature is intertwined, with even the smallest details developing the overarching themes of the work.

### Priority Standards for unit:

- 8.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 8.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.
- 8.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how specific word choices and sentence structures contribute to meaning and tone.
- 8.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

### Supporting Standards for unit:

- 8.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.
- 8.RL.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

- 8.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)  
Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 8.RL.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)  
Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)  
Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

### Unwrapped Priority Standards

Priority Standard			
<b>8.RL.1.A</b> Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>● Draw Conclusions from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support conclusion</li> </ul>	Analyze	3
The student will make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>● Draw inference from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support thinking</li> </ul>	Analyze	3

Priority Standard			
<b>8.RL.1.B</b> Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will determine the meaning of words and phrases as they are used in the text, using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>● Use context to figure out meaning of unknown words and phrases</li> <li>● Use prefixes &amp; suffixes to figure out the meaning of unknown words and phrases</li> <li>● Use reference materials to figure out the meaning of unknown words and phrases</li> </ul>	Understand	2

The student will determine the figurative meaning of words and phrases, using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>• Use context to figure out the meaning of figurative words</li> <li>• Use prefixes &amp; suffixes to figure out the meaning of figurative words</li> <li>• Use reference materials to figure out the meaning of figurative words.</li> </ul>	Understand	2
The student will determine the connotative meaning of words and phrases, using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>• Understand what connotation means</li> <li>• Use strategies to figure out the connotative meaning of words</li> </ul>	Understand	2

Priority Standard			
<b>8.RL.1.D</b> Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will determine the theme(s) of a text.	<ul style="list-style-type: none"> <li>• Identify a theme OR</li> <li>• Identify a big idea/topic</li> <li>• Using the text, find clues to the author's message about the big idea.</li> <li>• Combine them to create a theme statement.</li> </ul>	Understand	2
The student will analyze theme development over the course of a text.	<ul style="list-style-type: none"> <li>• Identify the theme</li> <li>• Identify text evidence to best support the theme</li> <li>• Multiple examples to support the development of the theme from beginning, middle to end</li> </ul>	Analyze	4
The student will provide an objective summary of a text.	<ul style="list-style-type: none"> <li>• Identify important details from text to use in a summary</li> <li>• Summary only focuses on text evidence and is free from personal opinion</li> </ul>		

Priority Standard			
8.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text.	<ul style="list-style-type: none"> <li>Identify the different point of view in a given text</li> <li>Identify how point of view used in the passage affects the reader</li> <li>Identify dramatic irony</li> </ul>	Analyze	4

Priority Standard			
8.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how specific word choices and sentence structures contribute to meaning and tone.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will analyze how specific word choices contribute to meaning in a text.	<ul style="list-style-type: none"> <li>I can identify how the words used in a text create a certain meaning</li> <li>I can explain how the repetition of words contributes to the overall meaning of the text</li> </ul>	Analyze	4
The student will analyze how specific word choices contribute to tone in a text.	<ul style="list-style-type: none"> <li>I can identify how the words used in a text create a certain tone</li> <li>I can explain how the repetition of words contributes to the tone of the text</li> </ul>	Analyze	4
The student will analyze how sentence structures contribute to meaning in a text.	<ul style="list-style-type: none"> <li>I can identify various sentence structures</li> <li>I can identify how sentence structures used in a text create a certain meaning</li> </ul>	Analyze	4
The student will analyze how sentence structures contribute to tone in a text.	<ul style="list-style-type: none"> <li>I can identify various sentence structures</li> <li>I can identify how sentence structures used in a text create a certain tone</li> </ul>		

**Priority Standard**

**8.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.**

<b>Learning Targets</b>	<b>Success Criteria</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
The student will analyze how literary devices are used to develop settings in a text.	<ul style="list-style-type: none"> <li>I can identify various literary devices</li> <li>I can analyze how the author's use of literary devices develops setting in a text.</li> </ul>	Analyze	4
The student will analyze how literary devices are used to reveal character in a text.	<ul style="list-style-type: none"> <li>I can identify various literary devices</li> <li>I can analyze how the author's use of literary devices reveals a character in a text.</li> </ul>	Analyze	4
The student will analyze how literary devices are used to advance the plot in a text.	<ul style="list-style-type: none"> <li>I can identify various literary devices</li> <li>I can analyze how the author's use of literary devices advance the plot in a text.</li> </ul>	Analyze	4
The student will analyze how literary devices are used to contribute to meaning in a text.	<ul style="list-style-type: none"> <li>I can identify various literary devices</li> <li>I can analyze how the author's use of literary devices are used to contribute to meaning in a text.</li> </ul>	Analyze	4

**Essential Questions:**

- How can evidence help find deeper information in a text?
- Why is it essential to use proven strategies when identifying unknown words?
- What techniques can an author use to develop a theme?
- What effect can point of view have on the audience or reader?
- What effect can word choice or sentence structure have in a text?
- How do literary devices affect one another?

**Enduring Understanding/Big Ideas:**

- Evidence can help me find deeper information in a text.
- There are many strategies that can help me understand the meaning of unknown words.
- All aspects of a story can be woven together to help develop a theme.
- Point of view creates humor, suspense, and dramatic irony in a text.
- Word choice and sentence structure can contribute to the meaning of a text.
- Literary devices can be intertwined to develop deeper meaning in a story.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific	
<p>inference explicitly summary cite contrast</p>	<p>point of view perspective character narrator setting plot theme central idea flashback foreshadowing</p>	<p>allusion myth dialogue Suspense Mood Tone Dramatic Irony Verbal Irony Situational Irony symbolism</p>

**Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books:** The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer’s craft analysis. (\*Means shared ELA/Reading resource)

- “The Tell-Tale Heart” - StudySync
- [“The Veldt”](#)
- “The Raven” - StudySync
- “The Monkey’s Paw” - StudySync
- “The Landlady” - StudySync
- “The Most Dangerous Game” StudySync
- [“Lamb to Slaughter”](#)
- [The Other Side, by Jacqueline Woodson \(picture book\)](#)
- *Patina* by Jason Reynolds (cross-listed in units 1, 2, 5)
- *Lily & Dunkin* by Donna Gephart (cross-listed in units 1, 2, 5)
- *Compound* by S.A. Bodeen (cross-listed in units 1, 2, 5)
- *A Wish in the Dark* by Christina Soontornvat (cross-listed in units 1, 2, 5)
- *Free Lunch* by Rex Ogle (cross-listed in units 1, 2, 5)

## Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

### **Engaging Scenario** (3 blocks)

After reading multiple texts as a whole class, students will prepare and participate in a Socratic seminar. Students can help one another understand ideas and issues through group discussion. They will practice listening to one another, making meaning from a text, and finding common ground.

- In preparation for the seminar, students should prepare ideas, annotate the text, and generate questions for discussion.
- During the seminar, particular focuses for discussion should center around the theme, use of text evidence to support their thinking, and literary devices found in the text.
- Afterward, students may reflect on the seminar, writing about how their thinking changed as a result of the activity.

### **Topic Recommendation:**

Students have read several short stories in the horror genre. Provide 2-3 more stories to choose from for the discussion. Students should read their story and prepare their thoughts on what makes a story a horror classic, such as “The Tell-Tale Heart”, “The Raven”, or “The Landlady”.

### **Suggested Resources for Engaging Scenario:**

[Socratic Prep Work Example with Rubric](#)

[Socratic Seminar Fishbowl Reminders](#)

[AVID Socratic Seminar Guide](#)

**Rubric for Engaging Scenario:** [Example Socratic Seminar Rubric](#)

# Engaging Experience 1

<b>Title:</b> Theme		<b>Suggested Time Length:</b> 4 blocks 6 blocks	
<b>Priority Standard(s):</b>			
<ul style="list-style-type: none"> <li>8.RL.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.</li> <li>8.RL.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>8.RL.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.</li> </ul>			
<b>Learning Target(s):</b>	<b>Success Criteria:</b>	<b>Bloom's Taxonomy Levels:</b>	<b>Webb's DOK:</b>
The student will determine the theme(s) of a text.	<ul style="list-style-type: none"> <li>Identify a theme OR</li> <li>Identify a big idea/topic</li> <li>Using the text, find clues to the author's message about the big idea.</li> <li>Combine them to create a theme statement.</li> </ul>	Understand	2
The student will analyze theme development over the course of a text.	<ul style="list-style-type: none"> <li>Identify the theme</li> <li>Identify text evidence to best support the theme</li> <li>Multiple examples to support the development of the theme from beginning, middle to end</li> </ul>	Analyze	4
The student will provide an objective summary of a text.	<ul style="list-style-type: none"> <li>Identify important details from text to use in a summary</li> <li>Summary only focuses on text evidence and is free from personal opinion</li> </ul>	Analyze	4
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>Draw Conclusions from text</li> <li>Look through the text for evidence to support thinking</li> <li>Choose the best evidence from the text to support conclusion</li> </ul>	Analyze	3
The student will make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>Draw inference from text</li> <li>Look through the text for evidence to support thinking</li> <li>Choose the best evidence from the text to support thinking</li> </ul>	Analyze	3

**Supporting Standard(s):**

- 8.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 8.RL.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.RL.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<i>The Other Side</i> “The Landlady” (StudySync)	Write Pair Share	Theme Videos <a href="#">For the Birds</a> <a href="#">One Man Band</a>	Theme Analysis Stations	Class discussion Write Pair Share

**Instructional Notes:**

Watch a video together about topic vs. theme. (Example 1, Example 2) This will give students a review about how a topic and theme differ and how to identify themes in literature. Additionally, discuss the difference between theme and summary, practicing both to illustrate the differences.

Afterward, use Jacqueline Woodson’s picture book, *The Other Side* to read together and identify theme and analyze how the theme develops throughout the text. Have students complete a write-pair-share.

Then, students can participate in stations reading different short texts at some, and watching Pixar’s “For the Birds” and “One Man Band” at others. At each, they can practice identification of theme and discussion of how that developed throughout the text or summary.

Finally, students will read “The Landlady”, by Roald Dahl. A main focus throughout reading should be to discover the theme of the story, as well as how Roald Dahl develops it along the way. Students can participate in a whole class discussion of this story, and perhaps look at the “red flags” that Billy should have noticed, warning him to leave. Students should practice using text evidence in the discussion, both in cases where the text states things explicitly and where inferences must be made.

## Engaging Experience 2

**Title:** Point of View & Irony

**Suggested Time Length:**

5 blocks

7 blocks

**Priority Standard(s):**

- 8.RL.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.
- 8.RL.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
- 8.RL.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how specific word choices and sentence structures contribute to meaning and tone.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text.	<ul style="list-style-type: none"> <li>● Identify the different point of view in a given text</li> <li>● Identify how point of view used in the passage affects the reader</li> <li>● Identify dramatic irony</li> </ul>	Analyze	4
The student will analyze how literary devices are used to develop settings in a text.	<ul style="list-style-type: none"> <li>● I can identify various literary devices</li> <li>● I can analyze how the author's use of literary devices develops settings in a text.</li> </ul>	Analyze	4
The student will analyze how literary devices are used to reveal character in a text.	<ul style="list-style-type: none"> <li>● I can identify various literary devices</li> <li>● I can analyze how the author's use of literary devices reveal a character in a text.</li> </ul>	Analyze	4
The student will analyze how literary devices are used to advance the plot in a text.	<ul style="list-style-type: none"> <li>● I can identify various literary devices</li> <li>● I can analyze how the author's use of literary devices advance the plot in a text.</li> </ul>	Analyze	4
The student will analyze how literary devices are used to contribute to meaning in a text.	<ul style="list-style-type: none"> <li>● I can identify various literary devices</li> <li>● I can analyze how the author's use of literary devices are used to contribute to meaning in a text.</li> </ul>	Analyze	4
The student will analyze how specific word choices contribute to meaning in a text.	<ul style="list-style-type: none"> <li>● I can identify how the words used in a text create a certain meaning</li> <li>● I can explain how the repetition of words contributes to the overall meaning of the text</li> </ul>	Analyze	4

The student will analyze how specific word choices contribute to tone in a text.	<ul style="list-style-type: none"> <li>I can identify how the words used in a text create a certain tone</li> <li>I can explain how the repetition of words contributes to the tone of the text</li> </ul>	Analyze	4
The student will analyze how sentence structures contribute to meaning in a text.	<ul style="list-style-type: none"> <li>I can identify various sentence structures</li> <li>I can identify how sentence structures used in a text create a certain meaning</li> </ul>	Analyze	4
The student will analyze how sentence structures contribute to tone in a text.	<ul style="list-style-type: none"> <li>I can identify various sentence structures</li> <li>I can identify how sentence structures used in a text create a certain tone</li> </ul>	Analyze	4

**Supporting Standard(s):**

- 8.RL.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.
- 8.RL.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
“The Tell-Tale Heart” (StudySync)	Point of View Activity	Ted Ed Irony Videos	Storyboard Retelling	Point of View Blurbs

**Instructional Notes:**

First, students will be introduced to the [three types of irony in stories using the TEDEd site](#). Teachers may wish to have students take some brief notes on this new concept.

Students will also review the different types of points of view in reading with their teacher. As they do, they should consider the differences between them. How is the story narrated? Is the narrator reliable? What information does the audience have? Which types build suspense or humor more? Teachers might consider having the class keep a chart of their observations.

Then, [students will complete this activity](#), asking them to write a brief narrative in each of the different points of view. The purpose is to understand how perspective affects dramatic irony, humor, and suspense. Students will share their different interpretations of the photos, or perhaps find their own photos to write and share.

Finally, classes will read “The Tell-Tale Heart” on StudySync. As students read, they should annotate, noting irony, as well as points where Poe’s choices in perspective create suspense and horror in the story. Additionally, students will look at language throughout the story, examining how Poe creates meaning with word choice and sentence types.

For a final project, students may choose a small portion of the story to retell in the form of a storyboard, digital storybook, or in written form. In their retelling, they should change the perspective, showing how the story might have been completely different.

## Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Theme	Theme/Summary introduction & application, Reading & discussion of “The Landlady”	4 blocks 6 blocks
Point of View & Irony	Irony introduction, Point of View practice, Reading & discussion of “The Tell-Tale Heart”	5 blocks 7 blocks
Engaging Scenario	Socratic Seminar	3 blocks 4 blocks

### Suggested Accommodation & Modifications

- Instead of conducting the Socratic Seminar, consider having students create a one pager about one of the texts.
  - Potential requirements for one pager: Identify the point of view and provide an example, identify the theme of the story and provide evidence from the text, find examples of word choice and how it affects tone, mood, etc., provide a brief summary of the text.

## Unit 3: Information Literacy & Critical Thinking

**Subject:** Reading

**Grade:**8th

**Name of Unit:** Information Literacy Research & Critical Thinking

**Length of Unit:** 20 blocks

**Overview of Unit:** Students will study and come up with research rules, then apply them to a project on the topic of social justice or a “difference maker”. This connects to the overall theme of truth by demonstrating all sides of truth within the world. Many students are not aware of some of the positive and negative things happening in the world, or of their ability to affect change in it. This unit give students an opportunity to explore the truths about humanity and gives them a chance to see how they can work to change it, even from across the world.

### **Priority Standards for unit:**

- 8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

### **Supporting Standards for unit:**

- 8.RI.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 8.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.RI.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 8.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

## Unwrapped Priority Standards

Priority Standard			
<b>8.RI.1.A</b> Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>● Draw Conclusions from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support conclusion</li> </ul>	Analyze	3
The student makes inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>● Draw inference from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support thinking</li> </ul>	Analyze	3

Priority Standard			
<b>8.RI.1.B</b> Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will determine the meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>● Use context to figure out meaning of unknown words and phrases</li> <li>● Use prefixes &amp; suffixes to figure out the meaning of unknown words and phrases</li> <li>● Use reference materials to figure out the meaning of unknown words and phrases</li> </ul>	Understand	2
The student will determine the figurative meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>● Use context to figure out the meaning of figurative words</li> <li>● Use prefixes &amp; suffixes to figure out the meaning of figurative words</li> <li>● Use reference materials to figure out the meaning of figurative words.</li> </ul>	Understand	2
The student will determine the connotative meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>● Understand what connotation means</li> <li>● Use strategies to figure out the connotative meaning of words</li> </ul>	Understand	2
The student will determine the content-specific meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>● Understand that there are words specific to a certain content</li> <li>● Use context clues, prefixes &amp; suffixes, or reference materials to figure out the content-specific meaning of words</li> </ul>	Understand	2

Priority Standard			
8.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will determine the central/main idea(s) of a text.	<ul style="list-style-type: none"> <li>Identify the central/main idea OR</li> <li>Identify a big idea/topic</li> <li>Using the text, find clues to the author's message about the big idea. Combine them to create a main idea statement.</li> </ul>	Understand	2
The student will analyze the central/main idea(s) development over the course of a text.	<ul style="list-style-type: none"> <li>Identify the central/main idea</li> <li>Identify text evidence to best support the theme</li> <li>Multiple examples to support the development of the central/main idea from beginning, middle to end</li> </ul>	Analyze	4
The student will provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Identify important details from text to use in a summary</li> <li>Summary only focuses on text evidence and is free from personal opinion</li> </ul>	Understand	2

**Essential Questions:**

- How can using evidence help me understand the text more deeply?
- Why is it essential to use proven strategies when identifying unknown words?
- What techniques can an author use to develop a central idea?

**Enduring Understanding/Big Ideas:**

- By citing strong evidence, I can read beyond what is in the text to draw conclusions and make inferences.
- There are many strategies that can help me understand the meaning of unknown words.
- Details and facts from a text can be used with the writer's craft to develop a central idea.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
print source informational text reflection analysis plagiarism credibility	digital source literary text evidence citation paraphrase
	informational text literary text citation plagiarism credibility evidence

**Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books:** The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer’s craft analysis. (\*Means shared ELA/Reading resource)

- Partner with school librarian for mini lessons about research and learn how to access the available district search engines.
- \*No Risk, No Reward Unit 3 - Informational Text (StudySync)

## Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

**Engaging Scenario** (5-6 blocks)

Students will gather research on a chosen topic and will use the research to produce a museum exhibit in their ELA class. This could include a brochure, a PSA, infographic, or some other method of educating and informing the public about the topic. This should reflect the research done over the course of the unit, with citations or records of research included. The information should NOT be argumentative in nature, but can include pictures, music, etc. that might help convince the audience of their positions. The format of the product should be professional and researched--for example, if they choose to use an infographic, they should research what professional infographics look like and produce professional work. This project should span a few weeks for research, practice, and then finally presentations.

**Potential opportunity for team teaching with ELA teacher creating a Web Museum for this Engaging Scenario**

**Resources for Engaging Scenario:**  
[Example Note Sheet for Research](#)

**Rubric for Engaging Scenario:**

[Example Rubric for Note Sheet](#)

[Example Rubric for Research Project & Presentation](#)

# Engaging Experience 1

**Title:** Rules of Research

**Suggested Time Length:**  
1-2 blocks

**Priority Standard(s):**

- 8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Learning Target(s):</b>	<b>Success Criteria:</b>	<b>Bloom's Taxonomy Levels:</b>	<b>Webb's DOK:</b>
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>Draw Conclusions from text</li> <li>Look through the text for evidence to support thinking</li> <li>Choose the best evidence from the text to support conclusion</li> </ul>	Analyze	3
The student makes inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>Draw inference from text</li> <li>Look through the text for evidence to support thinking</li> <li>Choose the best evidence from the text to support thinking</li> </ul>	Analyze	3

**Supporting Standard(s):**

- 8.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

<b>Read</b>	<b>Write</b>	<b>Study</b>	<b>Do</b>	<b>Share</b>
Text and media examples of research proper research steps & techniques	Notes	Teacher guided lesson	Students collaborate to create agreed class research rules	Share with class and team vote for one collaborative list

**Instructional Notes:**

Ex. [What is Research? Activity](#)  
 StudySync - Recognizing Genre - Informational Text  
[Research Process & Rules](#)  
[Research Do & Don't](#)

After instruction & notetaking about elements of proper research, students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.

## Engaging Experience 2

**Title:** Research Practice and Production

**Suggested Time Length:**  
4 blocks

**Priority Standard(s):**

- 8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.B Comprehend and Interpret Texts (Approaching Texts as a Reader) Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

<b><u>Learning Target(s):</u></b>	<b><u>Success Criteria:</u></b>	<b><u>Bloom's Taxonomy Levels:</u></b>	<b><u>Webb's DOK:</u></b>
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>● Draw Conclusions from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support conclusion</li> </ul>	Analyze	3
The student make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly	<ul style="list-style-type: none"> <li>● Draw inference from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support thinking</li> </ul>	Analyze	3
The student will determine the connotative meaning of words and phrases as they are used in a text using context, prefixes & suffixes, or reference materials.	<ul style="list-style-type: none"> <li>● Understand what connotation means</li> <li>● Use strategies to figure out the connotative meaning of words</li> </ul>	Understand	2
The student will determine the content-specific meaning of words and phrases as they are used in a text using context,	<ul style="list-style-type: none"> <li>● Understand that there are words specific to a certain content</li> <li>● Use context clues, prefixes &amp; suffixes, or reference materials to figure out the content-specific meaning of words</li> </ul>	Understand	2

**Supporting Standard(s):**

- 8.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.RI.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 8.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
News stories from a variety of sources		Mini lesson over credible and reliable sources	Find examples of stories and analyze for bias. Create poster.	Think, pair share

**Instructional Notes:**

StudySync Spotlight: Connotation and Denotation - Informational Texts

Studysync Spotlight: Technical Language

Lesson Example: [Identifying Bias Practice](#) & [Identifying Bias Assignment Discussion](#)

- Students learn about bias and how it can affect the credibility of a source. Analyze how similar news stories can be affected based on the bias of the source that produced them.
- They find at least 2 examples of stories about the same event and annotate, highlighting and analyzing the differences.
- Analysis of sources and their credibility- students make a poster featuring 3 versions of the same story - 2 biased and 1 neutral and pull quotes that show the difference in perspective from each source.

## Engaging Experience 3

<b>Title:</b> Text Annotation		<b>Suggested Time Length:</b> 2 blocks 3-4 blocks	
<b>Priority Standard(s):</b>			
<ul style="list-style-type: none"> <li>8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>8.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.</li> </ul>			
<b>Learning Target(s):</b>	<b>Success Criteria:</b>	<b>Bloom's Taxonomy Levels:</b>	<b>Webb's DOK:</b>
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>Draw Conclusions from text</li> <li>Look through the text for evidence to support thinking</li> <li>Choose the best evidence from the text to support conclusion</li> </ul>	Analyze	3
The student make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly	<ul style="list-style-type: none"> <li>Draw inference from text</li> <li>Look through the text for evidence to support thinking</li> <li>Choose the best evidence from the text to support thinking</li> </ul>	Analyze	3
The student will determine the central/main idea(s) of a text.	<ul style="list-style-type: none"> <li>Identify the central/main idea OR</li> <li>Identify a big idea/topic</li> <li>Using the text, find clues to the author's message about the big idea. Combine them to create a main idea statement.</li> </ul>	Understand	2
The student will analyze the central/main idea(s) development over the course of a text.	<ul style="list-style-type: none"> <li>Identify the central/main idea</li> <li>Identify text evidence to best support the theme</li> <li>Multiple examples to support the development of the central/main idea from beginning, middle to end</li> </ul>	Analyze	4
The student will provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Identify important details from text to use in a summary</li> <li>Summary only focuses on text evidence and is free from personal opinion</li> </ul>	Understand	2

**Supporting Standard(s):**

- 8.RI.1.C Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 8.RI.2.A Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.RI.3.A Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 8.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

<b>Read</b>	<b>Write</b>	<b>Study</b>	<b>Do</b>	<b>Share</b>
Read texts to use for researching of topic			Annotate to pull information	Report findings in final product or presentation

**Instructional Notes:**

StudySync Spotlight: Annotation - Central or Main Idea  
StudySync Spotlight: Summarizing - Informational Texts  
Utilize the AVID “Mark it Up” guide

Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on this independently during the research portion of their engaging scenario.

**Ongoing Skill Building**

While researching and completing activities related to their world problem or “difference maker” and research skills, students can read and analyze texts from multiple genres about social in history (e.g. the Holocaust—they can also do research on this topic to supplement these readings and tie in to the unit). These readings can use creative non-fiction, argumentative, poetry, informational, memoir, etc. and can help students connect their research to both literature and the world around them. The unit can begin through the use of literature circles that then drive the research. For example, if a student was interested in slavery from Unit 1, they could read *Sold* and then do research into one of the ideas presented in that novel.

# Engaging Experience 4

**Title:** Proposing Solutions to Problems

**Suggested Time Length:** 4 blocks

**Priority Standard(s):**

- 8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.D Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

<b><u>Learning Target(s):</u></b>	<b><u>Success Criteria:</u></b>	<b><u>Bloom's Taxonomy Levels:</u></b>	<b><u>Webb's DOK:</u></b>
The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.	<ul style="list-style-type: none"> <li>● Draw Conclusions from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support conclusion</li> </ul>	Analyze	3
The student make inferences by citing textual evidence that most strongly supports an analysis of what a text says explicitly	<ul style="list-style-type: none"> <li>● Draw inference from text</li> <li>● Look through the text for evidence to support thinking</li> <li>● Choose the best evidence from the text to support thinking</li> </ul>	Analyze	3
The student will determine the central/main idea(s) of a text.	<ul style="list-style-type: none"> <li>● Identify the central/main idea OR</li> <li>● Identify a big idea/topic</li> <li>● Using the text, find clues to the author's message about the big idea. Combine them to create a main idea statement.</li> </ul>	Understand	2
The student will analyze the central/main idea(s) development over the course of a text.	<ul style="list-style-type: none"> <li>● Identify the central/main idea</li> <li>● Identify text evidence to best support the theme</li> <li>● Multiple examples to support the development of the central/main idea from beginning, middle to end</li> </ul>	Analyze	4
The student will provide an objective summary of the text.	<ul style="list-style-type: none"> <li>● Identify important details from text to use in a summary</li> <li>● Summary only focuses on text evidence and is free from personal opinion</li> </ul>	Understand	2

**Supporting Standard(s):**

- 8.RI.3.D Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Read and comprehend informational text independently and proficiently.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Read sources to use for research			Gather examples	Reflect on differences

**Instructional Notes:**

Students research things others have already done to attempt to solve their problem or to make a difference. They can create a guide to understanding these possible solutions and why they have or have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem.

Students can also research organizations and/or people who are working to solve the problem – they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).

## Engaging Experience 5

**Title:** Digital text and Media – differences and choices

**Suggested Time Length:**  
2 blocks

**Priority Standard(s):**

- **8.RI.1.D** Comprehend and Interpret Texts (Approaching Texts as a Reader) Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

<b><u>Learning Target(s):</u></b>	<b><u>Success Criteria:</u></b>	<b><u>Bloom’s Taxonomy Levels:</u></b>	<b><u>Webb’s DOK:</u></b>
The student will analyze the central/main idea(s) development over the course of a text.	Identify the central/main idea Identify text evidence to best support the theme Multiple examples to support the development of the central/main idea from beginning, middle to end	Analyze	4
The student will provide an objective summary of the text.	Identify important details from text to use in a summary Summary only focuses on text evidence and is free from personal opinion	Understand	2

**Supporting Standard(s):**

- **8.RI.1.C** Comprehend and Interpret Texts (Approaching Texts as a Reader) Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- **8.RI.3.A** Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

<b><u>Read</u></b>	<b><u>Write</u></b>	<b><u>Study</u></b>	<b><u>Do</u></b>	<b><u>Share</u></b>
		Show some examples to give ideas of what a final product could look like	Students search and chose best media format for final product	

**Instructional Notes:**

**StudySync Spotlight: Media - Informational Texts**

Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.

## Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Rules of Research	After instruction & notetaking about elements of proper research, students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.	1-2 Blocks 2-3 blocks
Research Practice and Production	<p>Block 1: Students learn about bias and how it can affect the credibility of a source. Analyze how similar news stories can be affected based on the bias of the source that produced them. They find at least 2 examples of stories about the same event and annotate, highlighting and analyzing the differences.</p> <p>Block 2: Analysis of sources and their credibility- students make a poster featuring 3 versions of the same story - 2 biased and 1 neutral and pull quotes that show the difference in perspective from each source.</p>	2 Blocks 4 blocks
Text Annotation	Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on this independently during the research portion of their engaging scenario.	1 Block 3-4 blocks

<p>Proposing Solutions to Problems</p>	<p>Students research things others have already done to attempt to solve their problem or to make a difference. They can create a guide to understanding these possible solutions and why they have or have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem.</p> <p>Students can also research organizations and/or people who are working to solve the problem – they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).</p>	<p>3 Blocks</p>
<p>Digital Text and Media— differences and choices</p>	<p>Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.</p>	<p>1 Block</p>
<p><b>Engaging Scenario</b></p>	<p>Students will gather research on a chosen topic and will use the research to produce a museum exhibit in their ELA class. This should reflect the research done over the course of the unit, with citations or records of research included. The format of the product should be professional and researched. This project should span a few weeks for research, practice, and then finally presentations.</p>	<p>5-6 Blocks 10-12 blocks</p>

## Unit 4: Analysis of Argument

**Subject:** Reading

**Grade:**8th

**Name of Unit:** Analysis of Argument

**Length of Unit:** 15 blocks

**Overview of Unit:** Students will analyze and assess facts and evidence, support their solutions, and defend their interpretations of an argument or debate. This ties back to the theme of truth because it helps students confront the search for truth and the defense of truth against an opponent. It also allows students the chance to potentially debate a subjective question that doesn't necessarily have a right or wrong answer in order to demonstrate the complexity of truths in today's world.

### **Priority Standards for unit:**

- 8.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice and sentence structure contribute to meaning and tone.
- 8.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.

### **Supporting Standards for unit:**

- 8.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the central ideas of text reflect historical and/or cultural contexts.

## Unwrapped Priority Standards

Priority Standard			
<b>8.RI.2.B</b> Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will analyze how the author acknowledges conflicting evidence in a text.	<ul style="list-style-type: none"> <li>Identify how the author recognizes conflicting evidence in the text</li> </ul>	Analyze	4
The student will analyze how the author acknowledges conflicting viewpoints (perspective) in a text.	<ul style="list-style-type: none"> <li>Identify how the author acknowledges but disagrees with the popular opinion</li> </ul>	Analyze	3
The student will analyze how the author responds to conflicting evidence in a text.	<ul style="list-style-type: none"> <li>Identify how the author responds to conflicting evidence in the text</li> </ul>	Analyze	4
The student will analyze how the author responds to conflicting viewpoints (perspectives) in a text.	<ul style="list-style-type: none"> <li>Select sentences in the passage that show how the author responds to other viewpoints on the topic</li> </ul>	Analyze	4

Priority Standard			
<b>8.RI.2.C</b> Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice and sentence structure contribute to meaning and tone.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will analyze how specific word choices contribute to meaning in a text.	<ul style="list-style-type: none"> <li>I can identify how the words used in a text create a certain meaning</li> <li>I can explain how the repetition of words contributes to the overall meaning of the text</li> </ul>	Analyze	4
The student will analyze how specific word choices contribute to tone in a text.	<ul style="list-style-type: none"> <li>I can identify how the words used in a text create a certain tone</li> <li>I can explain how the repetition of words contributes to the tone of the text</li> </ul>	Analyze	4
The student will analyze how sentence structures contribute to meaning in a text.	<ul style="list-style-type: none"> <li>I can identify various sentence structures</li> <li>I can identify how sentence structures used in a text create a certain meaning</li> </ul>	Analyze	4
The student will analyze how sentence structures contribute to tone in a text.	<ul style="list-style-type: none"> <li>I can identify various sentence structures</li> <li>I can identify how sentence structures used in a text create a certain tone</li> </ul>	Analyze	4

Priority Standard			
<b>8.RI.2.D</b> Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will judge an author's argument by assessing if the reasoning is logical.	<ul style="list-style-type: none"> <li>Identify author's claim</li> <li>Identify statements that best support the author's claim</li> <li>Give evidence that claim is reasonable and logical</li> </ul>	Evaluate	4
The student will evaluate an author's argument by assessing if there is enough relevant evidence.	<ul style="list-style-type: none"> <li>Identify author's claim</li> <li>Identify relevant evidence presented by the author to support claim</li> <li>Evaluate if there is enough relevant evidence to support the author's claim</li> </ul>	Evaluate	4
The student will recognize when irrelevant evidence is introduced in a text.	<ul style="list-style-type: none"> <li>Identify irrelevant evidence</li> </ul>	Evaluate	4

Priority Standard			
<b>8.RI.3.B</b> Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student analyze two or more texts that provide conflicting information on the same topic	<ul style="list-style-type: none"> <li>Evaluate what the two texts say about the topic</li> <li>The texts provide conflicting information on a certain topic. Identify where the texts disagree.</li> <li>Analyze why the texts disagree and what that reveals about the topic</li> </ul>	Evaluate	4
The student will identify where two or more texts disagree on a matter of fact or interpretation	<ul style="list-style-type: none"> <li>Understand the difference between fact and interpretation</li> <li>Analyze why the texts disagree and what that reveals about the topic</li> </ul>	Analyze	4

**Essential Questions:**

1. How can seeing an author’s response to opposing viewpoints help a reader understand the text?
2. What effect can word choice or sentence structure have in a text?
3. How can looking at specific evidence and reasoning within a piece help a reader?
4. Why is there value in reading multiple texts on the same topic with various viewpoints?

**Enduring Understanding/Big Ideas:**

1. Being able to identify how an author responds to various viewpoints can help me identify bias and credibility in a text.
2. Word choice and sentence structure can contribute to the meaning of a text.
3. Evaluating the evidence and reasoning of an author’s argument can help me analyze the quality of the overall argument.
4. Analyzing multiple texts on the same topic can help me see nuance within an issue..

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
fact interpretation evidence analyze reasoning argument	claim point of view author’s purpose fact argument

**Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books:** The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer’s craft analysis. (\*Means shared ELA/Reading resource)

- StudySync Resources:
- Hear Me Out Unit 3 - Argumentative Unit of Study
- Skill: Reasons and Relevant Evidence
- Arguments and Claims - Commencement Address to the Sante Fe Indian School
- Arguments and Claims - Gaming Communities
- Reasons and Evidence - Gaming Communities
- Reasons and Evidence - Speech to the Ohio Women’s Conference: Ain’t I a Woman?
- Arguments and Claims - The Gettysburg Address
- Reasons and Evidence - Nobel Prize Acceptance Speech
- Spotlight: Reasons and Evidence
- Spotlight: Arguments and Claims
- Compare and Contrast - Ten Days in a Mad-House
- Compare and Contrast - Gaming Communities
- Spotlight: Compare and Contrast - Informational Texts

## Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

### **Engaging Scenario** (3 blocks)

Students will read and analyze cases in preparation for a mock trial or debate. In preparation for the trial or debate, students will read and analyze arguments from opposing viewpoints (prosecution and defense), determine whether arguments are sound by assessing the reasoning, and determining whether there is enough evidence to support their claim. After evaluating the claims/arguments, students will participate in the mock trial or debate in their ELA class.

[Example Argument Note Sheet](#)

[Example of Debate Peer Evaluation Form](#)

### **Rubric for Engaging Scenario:**

[Example Rubric for Argument \(Video\)](#)

[Example Rubric for Argument Essay](#)

[Example Rubric for Final Debate](#)

# Engaging Experience 1

**Title:** Introduction to Arguments

**Suggested Time Length:**

2 Blocks

4 blocks

**Priority Standard(s):**

- 8.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Learning Target(s):**

**Success Criteria:**

**Bloom's  
Taxonomy  
Levels:**

**Webb's  
DOK:**

The student will judge an author's argument by assessing if the reasoning is logical.

- Identify author's claim
- Identify statements that best support the author's claim
- Give evidence that claim is reasonable and logical

Evaluate

4

The student will evaluate an author's argument by assessing if there is enough relevant evidence.

- Identify author's claim
- Identify relevant evidence presented by the author to support claim
- Evaluate if there is enough relevant evidence to support the author's claim

Evaluate

4

The student will recognize when irrelevant evidence is introduced in a text.

- Identify irrelevant evidence

Evaluate

4

**Supporting Standard(s):**

- 8.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the central ideas of text reflect historical and/or cultural contexts.

**Read**

**Write**

**Study**

**Do**

**Share**

StudySync text

Argument Lessons

Collaborative argument

Share group argument on Padlet

**Instructional Notes:**

Students will become familiar with elements of an argument: claim, reason, evidence, warrant & counter argument.

Ex. [Slides](#) & [Note taking device](#)

Students will read suggested texts and evaluate the author's argument. They must identify of all parts and determine if there is enough sufficient evidence. Students should also be able to identify any irrelevant evidence.

Students will work within a group and each be in charge of a given part for an argument. (Student choice of topic) Students will collaborate (Think, Pair & Share) to create a solid argument with all parts. They will then share out on a shareable medium such as Padlet.

**Suggested StudySync resources:**

Skill: Reasons and Relevant Evidence

Arguments and Claims - Commencement Address to the Sante Fe Indian School

Arguments and Claims - Gaming Communities

Reasons and Evidence - Gaming Communities

Reasons and Evidence - Speech to the Ohio Women's Conference: Ain't I a Woman?

Arguments and Claims - The Gettysburg Address

Reasons and Evidence - Nobel Prize Acceptance Speech

Spotlight: Reasons and Evidence

Spotlight: Arguments and Claims

## Engaging Experience 2

**Title:** Analyzing Differences

**Suggested Time Length:**

2-3 Blocks

4-6 blocks

**Priority Standard(s):**

- 8.RI.3.B Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.

<b>Learning Target(s):</b>	<b>Success Criteria:</b>	<b>Bloom's Taxonomy Levels:</b>	<b>Webb's DOK:</b>
The student analyze two or more texts that provide conflicting information on the same topic	<ul style="list-style-type: none"> <li>Evaluate what the two texts say about the topic</li> <li>The texts provide conflicting information on a certain topic. Identify where the texts disagree.</li> <li>Analyze why the texts disagree and what that reveals about the topic</li> </ul>	Evaluate	4
The student will identify where two or more texts disagree on a matter of fact or interpretation	<ul style="list-style-type: none"> <li>Understand the difference between fact and interpretation</li> <li>Analyze why the texts disagree and what that reveals about the topic</li> </ul>	Analyze	4

**Supporting Standard(s):**

- 8.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the central ideas of text reflect historical and/or cultural contexts.

<b>Read</b>	<b>Write</b>	<b>Study</b>	<b>Do</b>	<b>Share</b>
Texts for given topics	Annotate for conflicting information	Create claims with evidence	Philosophical Chairs	

**Instructional Notes:**

Students will participate in mini lessons using StudySync resources to compare and contrast texts that have conflicting information over the same topic. Teacher then provides a list of topics that are fun for students to lightly research and collect conflicting information on a certain topic using a note-taking device. Students will then create their own claims with evidence from texts and participate in Philosophical Chairs to share their views.

[Ex. Topics](#)

**Suggested StudySync resources:**

Compare and Contrast - Ten Days in a Mad-House

Compare and Contrast - Gaming Communities

Spotlight: Compare and Contrast - Informational Texts

## Engaging Experience 3

**Title:** Cinderella’s stepmother on trial (State v. Madam Evilyn)

**Suggested Time Length:**

2 Blocks

6 blocks

**Priority Standard(s):**

- 8.RI.2.C Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how word choice and sentence structure contribute to meaning and tone.
- 8.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

<b><u>Learning Target(s):</u></b>	<b><u>Success Criteria:</u></b>	<b><u>Bloom’s Taxonomy Levels:</u></b>	<b><u>Webb’s DOK:</u></b>
The student will analyze how specific word choices contribute to meaning in a text.	<ul style="list-style-type: none"> <li>● I can identify how the words used in a text create a certain meaning</li> <li>● I can explain how the repetition of words contributes to the overall meaning of the text</li> </ul>	Analyze	4
The student will analyze how specific word choices contribute to tone in a text.	<ul style="list-style-type: none"> <li>● I can identify how the words used in a text create a certain tone</li> <li>● I can explain how the repetition of words contributes to the tone of the text</li> </ul>	Analyze	4
The student will judge an author’s argument by assessing if the reasoning is logical.	<ul style="list-style-type: none"> <li>● Identify author’s claim</li> <li>● Identify statements that best support the author’s claim</li> <li>● Give evidence that claim is reasonable and logical</li> </ul>	Evaluate	4
The student will evaluate an author’s argument by assessing if there is enough relevant evidence.	<ul style="list-style-type: none"> <li>● Identify author’s claim</li> <li>● Identify relevant evidence presented by the author to support claim</li> <li>● Evaluate if there is enough relevant evidence to support the author’s claim</li> </ul>	Evaluate	4
The student will recognize when irrelevant evidence is introduced in a text.	<ul style="list-style-type: none"> <li>● Identify irrelevant evidence</li> </ul>	Evaluate	4

**Supporting Standard(s):**

- 8.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the central ideas of text reflect historical and/or cultural contexts.

<b><u>Read</u></b>	<b><u>Write</u></b>	<b><u>Study</u></b>	<b><u>Do</u></b>	<b><u>Share</u></b>
<a href="#">State v. Madam Evilyn Script</a>		Introduction lesson to debate	Collection of evidence notes	Compare notes with class and make final verdict
<p><b><u>Instructional Notes:</u></b>  <a href="#">State v. Madam Evilyn Slideshow</a>  <a href="#">State v. Madam Evilyn Script</a>  <a href="#">State v. Madam Evilyn Collection Notes</a>  <a href="#">State v. Madam Evilyn Collection Teacher Notes</a>            Students will read a courtroom trial of Cinderella’s stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their decision. During reading, students analyze the argument and development.</p>				

## Engaging Experience 4

**Title:** The Trial of Queenie Volupides

**Suggested Time Length:**

3-4 Blocks

5-8 blocks

**Priority Standard(s):**

- 8.RI.2.B Analyze Craft and Structure (Approaching Texts as a Writer) Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RI.2.D Analyze Craft and Structure (Approaching Texts as a Writer) Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

<b>Learning Target(s):</b>	<b>Success Criteria:</b>	<b>Bloom's Taxonomy Levels:</b>	<b>Webb's DOK:</b>
The student will analyze how the author acknowledges conflicting evidence in a text.	<ul style="list-style-type: none"> <li>• Identify how the author recognizes conflicting evidence in the text</li> </ul>	Analyze	4
The student will analyze how the author responds to conflicting evidence in a text.	<ul style="list-style-type: none"> <li>• Identify how the author responds to conflicting evidence in the text</li> </ul>	Analyze	4
The student will judge an author's argument by assessing if the reasoning is logical.	<ul style="list-style-type: none"> <li>• Identify author's claim</li> <li>• Identify statements that best support the author's claim</li> <li>• Give evidence that claim is reasonable and logical</li> </ul>	Evaluate	4
The student will evaluate an author's argument by assessing if there is enough relevant evidence.	<ul style="list-style-type: none"> <li>• Identify author's claim</li> <li>• Identify relevant evidence presented by the author to support claim</li> <li>• Evaluate if there is enough relevant evidence to support the author's claim</li> </ul>	Evaluate	4
The student will recognize when irrelevant evidence is introduced in a text.	<ul style="list-style-type: none"> <li>• Identify irrelevant evidence</li> </ul>	Evaluate	4

**Supporting Standard(s):**

- 8.RI.3.C Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Explain how the central ideas of text reflect historical and/or cultural contexts.

<b><u>Read</u></b>	<b><u>Write</u></b>	<b><u>Study</u></b>	<b><u>Do</u></b>	<b><u>Share</u></b>
Read The Trial of Queenie Volupides & study crime scene picture		Evidence Collection & Evaluate Evidence	Prepare for trial	Share prep work for trial
<p><b><u>Instructional Notes:</u></b></p> <p><a href="#">The Trial of Queenie Volupides</a>  <a href="#">The Trial of Queenie Volupides Day 2</a>  <a href="#">QV Evidence Collection</a>  <a href="#">QV Evaluating the Evidence</a>  <a href="#">Trial Preparation Notes - Defense Witness Information</a>  <a href="#">Trial Preparation Notes - Prosecution Witness Information</a>  <a href="#">Trial Preparation Notes - Judge, Queenie, &amp; Jury</a>  <a href="#">Trial Preparation Notes - Defense</a>  <a href="#">Trial Preparation Notes - Prosecution</a>  <a href="#">Notes during Trial - Judge, Queenie, Witnesses and Jury</a>  <a href="#">Notes during Trial - Lawyers</a></p> <p>Students will read and look at <a href="#">the picture</a> of Queenie. They will put her “on trial” with groups for the prosecution and defense, a jury and judges. Students write their argumentative statements and work to build up their arguments. Students may also discuss the difference between the picture and written account, in terms of reliability, what it demonstrates, how to use it as evidence, etc.</p>				

## Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Introduction to Arguments	Students will become familiar with elements of an argument (claim, reason, evidence, warrant & counter argument) and identify irrelevant evidence.	2 Blocks
Analyzing Differences	Students will compare and contrast texts that have conflicting information over the same topic, research their own conflicting topics, then participate in Philosophical Chairs.	2-3 Blocks
Cinderella's stepmother on trial (State v. Madam Evilyn)	Students will read a courtroom trial of Cinderella's stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their judgment.	2 Blocks
The Trial of Queenie Volupides	Students write their argumentative statements and work to build up their arguments regarding the guilt or innocence of a character using text and visual evidence.	3-4 Blocks
<b>Engaging Scenario</b>	Students will read and analyze cases in preparation for a mock trial or debate. In preparation for the trial or debate, students will read and analyze arguments from opposing viewpoints (prosecution and defense), determine whether arguments are sound by assessing the reasoning, and determining whether there is enough evidence to support their claim. After evaluating the claims/arguments, students will participate in the mock trial or debate in their ELA class.	3 Blocks

### Suggested Accommodations/Modifications

- Consider using the Queenie Volupides Trial activity as the Engaging Scenario
- Provide sentence starters for students as they prepare their arguments

## Unit 5: Culminating Unit

**Subject:** Reading

**Grade:**8th

**Name of Unit:** Culminating Unit

**Length of Unit:** 5-7 blocks

**Overview of Unit:** Students will look back on the various experiences they have had in reading and ELA in 8th grade, as well as throughout their outside of school lives. Students will create a time capsule, including physical objects to represent experiences in addition to making journal entries. Students will read short articles and poems to get them thinking about each artifact before making their choices. Finally, they will present their time capsule to the class.

**Priority Standards for unit:**

- None for this unit

**Supporting Standards for unit:**

- 8.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 

**Essential Questions:**

1. How have I changed, grown, learned, and evolved over the past year??

**Enduring Understanding/Big Ideas:**

1. I have grown and changed through all facets of my life.
2. Reading and reflection can help me understand where I've been and dream of where I'll be going.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
see Unit 1-4	see Unit 1-4

**Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books:** The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (\*Means shared ELA/Reading resource)

- [“A Glimpse into 1795 Boston Through a Time Capsule”](#) - Newsela (accessible through Portal)
- “Eulogy of the Dog” - StudySync
- “Modern Families: What does family mean to you?” - StudySync
- “Life Doesn’t Frighten Me at All” - StudySync
- “Mother to Son” - StudySync
- “If” - StudySync
- *Patina* by Jason Reynolds (cross-listed in units 1, 2, 5)
- *Lily & Dunkin* by Donna Gephart (cross-listed in units 1, 2, 5)
- *Compound* by S.A. Bodeen (cross-listed in units 1, 2, 5)
- *A Wish in the Dark* by Christina Soontornvat (cross-listed in units 1, 2, 5)
- *Free Lunch* by Rex Ogle (cross-listed in units 1, 2, 5)

## Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

### **Engaging Scenario** (1 Block)

Students will present their time capsules to small groups of classmates. Students should explain the inside components, their artifacts, and why they chose each piece. They should also present how they decorated their vessel.

As an added element, students can practice answering questions during a presentation with ease. Students can ask questions of each other and treat the presentation as a round table discussion.

### **Rubric for Engaging Scenario:**

[https://www.readwritethink.org/sites/default/files/30700\\_rubric.pdf](https://www.readwritethink.org/sites/default/files/30700_rubric.pdf)

# Engaging Experience 1

**Title:** Time Capsule Creation

**Suggested Time Length:**

2-4 blocks

**Priority Standard(s):**

- 8.RI.1.A Comprehend and Interpret Texts (Approaching Texts as a Reader) Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Learning Target(s):**

The student will draw conclusions by citing textual evidence that most strongly supports an analysis of what a text says explicitly.

**Success Criteria:**

- Draw Conclusions from text
- Look through the text for evidence to support thinking
- Choose the best evidence from the text to support conclusion

**Bloom's Taxonomy Levels:**

Analyze

**Webb's DOK:**

3

**Supporting Standard(s):**

- 8.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

<b>Read</b>	<b>Write</b>	<b>Study</b>	<b>Do</b>	<b>Share</b>
Time Capsule background information  Artifact focus articles and poems	Time capsule journal articles	Time capsule concept Practice with symbolism	Create the time capsule and choose components	Present the capsule

**Instructional Notes:**

Assign [“A Glimpse into 1795 Boston Through a Time Capsule”](#) on Newsela to students. (Differentiate based on reading level).

Then, [present the Time Capsule Engaging Scenario Project](#) to students.

There are four components that go inside of the capsule. Each one has a reading component and a journal entry.

**Artifact 1:**

Journal Entry in Time Capsule Notebook

Read “Eulogy of the Dog” on StudySync

Physical artifact representative of the most important relationship in your life up until now

Physical artifact representative of what relationships were like for you during the school year

**Artifact 2:**

Journal Entry in Time Capsule Notebook

Read “Modern Families: What does family mean to you?” on StudySync

Physical artifact that represents your family’s heritage

Physical artifact that represents your identity outside of your family

**Artifact 3:**

Journal Entry in Time Capsule Notebook

Read “Life Doesn’t Frighten Me at All” and “Mother to Son” on StudySync

Physical artifact representative of something that symbolizes some adversity faced this particular school year

**Artifact 4:**

Journal Entry in Time Capsule Notebook

Read “If” on StudySync

Physical artifact that represents who you want to be in the future and/or how you want to impact the world

Physical artifact that would act as a reminder or encouragement when your dream seems far away or unattainable

## Engaging Experience 2

<b>Title:</b> Time Capsule Decoration		<b>Suggested Time Length:</b> 1-2 blocks		
<b>Priority Standard(s):</b> • None				
<b>Learning Target(s):</b>	<b>Success Criteria:</b>	<b>Bloom's Taxonomy Levels:</b>	<b>Webb's DOK:</b>	
The student will use a variety of media to graphically represent important aspects of their 8th grade year.	<ul style="list-style-type: none"> <li>• I can choose images, text, and other kinds of media that symbolize important aspects of my 8th grade year.</li> <li>• I can strategically plan and place various media on my time capsule to create a pleasing final product.</li> </ul>	Creating	4	
<b>Supporting Standard(s):</b> • None				
<b>Read</b>	<b>Write</b>	<b>Study</b>	<b>Do</b>	<b>Share</b>
			Decorate the box Create links, QR codes, and creative solutions	Share the time capsule
<b>Instructional Notes:</b>				
Students can decorate the outside of their time capsule in a meaningful way with a collage of different media.				
Teachers should consider giving a list of suggestions or requirements (ex: 1 picture must reflect a world event that happened this year, 1 must reflect a song that was your favorite).				
Students should be encouraged to be creative with the media they choose. Consider photos from magazines, QR codes to links they wish to show, screenshots, maps, photos they took, 3 dimensional elements, etc. They should be encouraged to think of the outside of the vessel as a message as well.				

## Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Time Capsule Creation	Students will read articles/poems, write time capsule journal entries, and find physical artifacts	2-4 blocks
Time Capsule Decoration	Students will decorate the time capsule in a meaningful way	1-2 blocks
Engaging Scenario	Students will present their time capsule to their classmates as a celebration of their year	1 block