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| **ALCOSS: 8.1**  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| **Mastered:**  Students can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **Present:**  Students will expand their knowledge of drawing inferences by composing a project evaluating the purpose of inferences in literature. | **Going Forward:**  Students will write an original piece, such as a mystery story, requiring the reader to make inferences. |
| **Present and Going Forward Vocabulary:**  inferences | | |

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| **Career Connections:**  detective, lawyer, police force |

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| **Advanced Understanding & Activity (Alternate activity):**  Mystery Madness   * Using their knowledge of inferences, students will plan a mystery theater complete with clues and suspects and plot. * Students can create this Mystery Madness in small groups and have the other classmates participate in the action, or the whole class can plan one together. |

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| **Literature Connections/Resources:**   * ***Tuesday*** by David Wiesner * ***Mysteries of Harris Burdick*** by Chris Van Allsburg |

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| **ALCOSS: 8.2**  Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | | |
| **Mastered:**  Students can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | **Present:**  Student will design and create products representing theme development, making abstract ideas become concrete. | **Going Forward:**  Students will design a storyboard demonstrating theme development with only graphics. |
| **Present and Going Forward Vocabulary:**  characterization, plot, setting, theme | | |

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| **Career Connections:**  architect, designer |

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| **Advanced Understanding & Activity (Alternate activity):**  One, Two, Three   * Create three objects that symbolize one theme of a text. * Each object should be made to show how the theme changes over the course of the text and how it affects the characters, setting, and plot. * Be prepared to explain how each object represents the development of the theme. |

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| **Literature Connections/Resources:**   * <http://accad.osu.edu/womenandtech/Storyboard%20Resource/> * ***Visual Tools for Differentiating Reading & Writing Instruction: Strategies to Help Students Make Abstract Ideas Concrete & Accessible*** by Linda Rief |

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| **ALCOSS: 8.3**  Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | | |
| **Mastered:**  Students can analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | **Present:**  Students will expand their knowledge of dialogue, plot, characterization, and conflict to write an original story. | **Going Forward:**  Students will rewrite a selection of text, changing elements such as dialogue and setting, and then perform their rewrite in a Reader’s Theater setting or in tableaus. |
| **Present and Going Forward Vocabulary:**  Characterization, plot, dialogue | | |

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| **Career Connections:**  writer, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  The Sequel   * Using characters’ quotes from any book, students will write a sequel to story. * This could be used as a whole class activity or in small groups. * Teachers can also turn this into a reader’s theater assignment. |

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| **Literature Connections/Resources:**   * ***Writing for Emotional Impact: Advanced Dramatic Techniques to Attract, Engage, and Fascinate the Reader from Beginning to End***  by [Karl Iglesias](http://www.amazon.com/Karl-Iglesias/e/B001JP8GEC/ref=ntt_athr_dp_pel_1) |

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| **ALCOSS: 8.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | | |
| **Mastered:**  Students can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | **Present:**  Students will analyze how various situations affect tone. | **Going Forward:**  Students will write a picture book teaching connotation and denotation. |
| **Present and Going Forward Vocabulary:**  tone | | |

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| **Career Connections:**  Writer/author, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  What If?   * How would tone change if all characters had to wear paper sacks on their heads? What does this tell you about tone? * How would tone change if the characters weren’t allowed to speak and could only write? What does this tell you about tone? |

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| **Literature Connections/Resources:**   * http://www.poetryoutloud.org/uploads/fl/a14af97006/Tone%20Map%20Terms.pdf |

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| **ALCOSS: 8.5**  Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | | |
| **Mastered:**  Students can compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | **Present:**  Students will compare and contrast several pieces of literature and report the findings in an organized portfolio. | **Going Forward:**  Students will continue studying the structure of texts by examining the historical events surrounding each author and analyzing how those events shaped that author’s style. |
| **Present and Going Forward Vocabulary:**  Compare, contrast | | |

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| **Career Connections:**  Author/writer, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  Authors Then and Now   * Find 20-30 texts from over 100 years time and compare and contrast the first page of the text. * Gather information about sentence length, word choice, paragraph length, exposition depth, etc. * Plot this information on a graph or chart. |

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| **Literature Connections/Resources:**   * <http://iwl.me/> * <http://flavorwire.com/193101/weird-writing-habits-of-famous-authors> * http://nces.ed.gov/nceskids/createAgraph/default.aspx |

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| **ALCOSS: 8.6**  Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | | |
| **Mastered:**  Students can analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | **Present:**  Students will create evidence showing how a character’s thoughts and actions display specific literary effects. | **Going Forward:**  Students will locate examples of dramatic irony in different texts and analyze how the author achieved the desired effect. |
| **Present and Going Forward Vocabulary:**  point of view, characterization | | |

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| **Career Connections:**  editor |

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| **Advanced Understanding & Activity (Alternate activity):**  Tweet Tweet   * Students will create a Twitter feed for each main character. * Tweets should reveal motives and point of view that drive certain literary elements. |

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| **Literature Connections/Resources:**   * ***Flipped*** by Wendelin Van Draanen |

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| **ALCOSS: 8.7**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students will contrast filmed and live productions of a story to the original text. | **Going Forward:**  Students will create an original short film based on an individually selected text. (The chosen text should not already have a movie.) |
| **Present and Going Forward Vocabulary:**  contrast | | |

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| **Career Connections:**  Author/writer, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  What went wrong?   * Students will watch live or filmed productions of a story to contrast the two pieces. * The analysis should include a visual graphic as well as a written piece. |

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| **Literature Connections/Resources:**   * <http://www.washingtonpost.com/wp-dyn/content/article/2011/02/24/AR2011022406385.html> * http://nces.ed.gov/nceskids/createAgraph/default.aspx |

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| **ALCOSS: 8.8**  Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | | |
| **Mastered:**  Student can analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | **Present:**  Students will use knowledge of character types to write an original piece of literature to explore their own character flaws. | **Going Forward:**  Students will create a new hero character, developed completely with character traits and flaws. |
| **Present and Going Forward Vocabulary:**  character type | | |

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| **Career Connections:**  author, writer, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  Write It Down   * Students will write themselves into a piece of literature, using the elements of religion/tradition/myth to help expose their own character flaws. |

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| **Literature Connections/Resources:**   * http://www.mypersonality.info/personality-types/fictional-characters/ |

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| **ALCOSS: 8.9**  By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. | | |
| **Mastered:**  Students can by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. | **Present:**  Students will analyze various literary within the independent reading selections. | **Going Forward:**  Students will read one self-selected text at a high school reading level, comparing it to a children’s book with the same themes. |
| **Present and Going Forward Vocabulary:**  epilogue, sequel, character development, antagonist | | |

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| **Career Connections:**  writer, editor, author |

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| **Advanced Understanding & Activity (Alternate activity):**   |  |  |  | | --- | --- | --- | | Plan a dinner party (clothing, food, games, conversation, etc) for the main character. | What Homecoming  Dress -Up days would you plan for this school/character? | Change the ending of the book. | | Introduce a new character. How does that change the story? | Rewrite a scene in a different time period. | Write a teaser for the sequel to this story. | | Write the main character’s epilogue. | What animal would the antagonist be and why? | What song best describes the theme of this book and why? | |

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| **Literature Connections/Resources:**   * <http://bighugelabs.com/> * http://www.educatorstechnology.com/2012/02/list-of-free-graphic-organizers-for.html |

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| **ALCOSS: 8.10**  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| **Mastered:**  Students can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **Present:**  Students will expand their knowledge of drawing inferences by composing a project evaluating the purpose of inferences in literature. | **Going Forward:**  Students will differentiate between author inference and work, how authors differ in the level of detail provided. |
| **Present and Going Forward Vocabulary:**  inferences | | |

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| **Career Connections:**  detective, lawyer, police force |

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| **Advanced Understanding & Activity (Alternate activity):**  Mystery Madness   * Using their knowledge of inferences, students will plan a mystery theater complete with clues and suspects and plot. * Students can create this Mystery Madness in small groups and have the other classmates participate in the action, or the whole class can plan one together. |

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| **Literature Connections/Resources:**  ***Tuesday*** by David Wiesner  ***Mysteries of Harris Burdick*** by Chris Van Allsburg |

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| **ALCOSS: 8.11**  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | | |
| **Mastered:**  Students can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | **Present:**  Student will design and create products representing theme development, making abstract ideas become concrete. | **Going Forward:**  Students will design a storyboard demonstrating theme development with only graphics. |
| **Present and Going Forward Vocabulary:**  characterization, plot, setting, theme | | |

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| **Career Connections:**  detective, architect |

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| **Advanced Understanding & Activity (Alternate activity):**  One, Two, Three   * Create three objects that symbolize one theme of a text. * Each object should be made to show how the theme changes over the course of the text and how it affects the characters, setting, and plot. * Be prepared to explain how each object represents the development of the theme. |

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| **Literature Connections/Resources:**   * <http://accad.osu.edu/womenandtech/Storyboard%20Resource/> * ***Visual Tools for Differentiating Reading & Writing Instruction: Strategies to Help Students Make Abstract Ideas Concrete & Accessible*** by Linda Rief |

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| **ALCOSS: 8.12**  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | | |
| **Mastered:**  Students can analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | **Present:**  Students will use higher order thinking skills to compare a character/event/idea from a text to a common household object. | **Going Forward:**  Students will write analogies explaining various literary elements. |
| **Present and Going Forward Vocabulary:**  compare, contrast, metaphor, simile | | |

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| **Career Connections:**  lawyer, writer, author |

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| **Advanced Understanding & Activity (Alternate activity):**  Who/What Am I?   * Pick a common household object (broom band-aid, receipt, mirror, notepad, etc). * In about one page, compare a character/idea/event from a story to this common household object. * A helpful stem might be: *Katniss is a pack of sunflower seeds because….* |

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| **Literature Connections/Resources:**  *Brave as a Mountain Lion* - Scott  *Grandma Essie’s Covered Wagon -* Williams  *Knots on a Counting Rope –* Martin  *Like Jake and Me* - Jukes  *Old Jake’s Skirts* - Slonim  *Owl Moon –* Yolen  *Quick as a Cricket* - Wood  *Song and Dance Man -* Ackerman  *Swamp Angel –* Zelinsky  *The Girl Who Loved Wild Horses* - Goble |

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| **ALCOSS: 8.13**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | | |
| **Mastered:**  Students can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | **Present:**  Students will analyze how various situations affect tone. | **Going Forward:**  Students will write a picture book teaching connotation and denotation. |
| **Present and Going Forward Vocabulary:**  tone | | |

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| **Career Connections:**  Writer/author, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  What If?   * How would tone change if all characters had to wear masks? What does this tell you about tone? * How would tone change if the characters weren’t allowed to speak and could only write? What does this tell you about tone? |

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| **Literature Connections/Resources:**   * http://www.poetryoutloud.org/uploads/fl/a14af97006/Tone%20Map%20Terms.pdf |

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| **ALCOSS: 8.14**  Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | | |
| **Mastered:**  Students can analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | **Present:**  Students will manipulate selections of text and analyze the effect of the syntax changes each time. | **Going Forward:**  Students will write a story out of sequence, exploring how structure affects a text. |
| **Present and Going Forward Vocabulary:**  paragraph, key concept, syntax | | |

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| **Career Connections:**  author, writer, editor, lawyer |

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| **Advanced Understanding & Activity (Alternate activity):**  Switch It, Change It   * Rewrite paragraphs and/or sections of text by moving sentences around. Students may want to try omitting sentences all together. * Analyze how the meaning and idea development changes as the syntax changes. |

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| **Literature Connections/Resources:**   * ***Goldilocks and the Three Bears*** by [James Marshall](http://www.amazon.com/James-Marshall/e/B001HOLTF8/ref=ntt_athr_dp_pel_1) (This is not the original!) |

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| **ALCOSS: 8.15**  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | | |
| **Mastered:**  Student can determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | **Present:**  Students will plan and implement a class debate. | **Going Forward:**  Students will collaborate to write a story with multiple points of view. |
| **Present and Going Forward Vocabulary:**  evidence, viewpoint, opponent | | |

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| **Career Connections:**  lawyer, journalist |

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| **Advanced Understanding & Activity (Alternate activity):**  Agree to Disagree   * Students will organize a class ethics debate using fairy tales or Dr. Seuss books, focusing on how to handle rebuttals and differing viewpoints. * This activity can then be compared to how authors perform this skill within literature pieces. |

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| **Literature Connections/Resources:**   * <http://www.educationworld.com/a_curr/curr295.shtml> * ***The Golden Book of Fairy Tales*** by [Adrienne Segur](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&sort=relevancerank&search-alias=books&ie=UTF8&field-author=Adrienne%20Segur) |

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| **ALCOSS: 8.16**  Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | | |
| **Mastered:**  Student can evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | **Present:**  Students will create a media presentation with a specific audience in mind. | **Going Forward:**  Students will create “commercials gone wrong” as a way to explore the disadvantages to using certain media. |
| **Present and Going Forward Vocabulary:**  audience | | |

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| **Career Connections:**  marketer, journalist, director, producer |

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| **Advanced Understanding & Activity (Alternate activity):**  Lights, Camera, Action   * Create three commercials, all with a particular audience in mind. * Students should explain their target audience and the reasoning behind their decisions as part of the presentation. |

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| **Literature Connections/Resources:**   * http://writingfix.com/right\_brain/Serendipitous\_Dueling\_Audiences1.htm |

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| **ALCOSS: 8.17**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | | |
| **Mastered:**  Student candelineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | **Present:**  Students will compare and contrast multiple texts, assessing the reasoning and soundness. | **Going Forward:**  Students will access a poorly written speech and rewrite it with sound reasoning and logic. |
| **Present and Going Forward Vocabulary:**  reason, soundness, compare, contrast | | |

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| **Career Connections:**  writer, author, lawyer, judge, politician |

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| **Advanced Understanding & Activity (Alternate activity):**  Do You Hear What I Hear?   * Students will find several presidential debate speeches or campaign ads (or something similar) to compare and contrast. * Results should be presented with a visual graphic along with a written analysis. |

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| **Literature Connections/Resources:**   * [www.debates.org](http://www.debates.org) * <http://www.history.com/speeches> * http://nces.ed.gov/nceskids/createAgraph/default.aspx |

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| **ALCOSS: 8.18**  Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | | |
| **Mastered:**  Student can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. advancing different interpretations of facts. | **Present:**  Students will expand on their knowledge of contrasting texts by locating and analyzing the differences in multiple documents. | **Going Forward:**  Students will collaborate to create several “eye witness” accounts of a fictional (or actual) happening, all from different viewpoints. |
| **Present and Going Forward Vocabulary:**  compare, contrast | | |

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| **Career Connections:**  author, writer, journalist |

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| **Advanced Understanding & Activity (Alternate activity):**   * Students will find two poems that address the same subject and make a chart showing how the two poems are similar and different in their treatment of the topic/subject. * Also, student can find two pieces that address firsthand a moment in history (soldier letters from Civil War, ex) and write how about the letters compare and contrast. |

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| **Literature Connections/Resources:**   * www.[poets.org](http://poets.org/) * http://www.loc.gov/index.html |

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| **ALCOSS: 8.19**  By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. | | |
| **Mastered:**  Student canby the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. | **Present:**  Students will analyze various literary within the independent reading selections. | **Going Forward:**  Students will read one self-selected text at a high school reading level, comparing it to a children’s book with the same themes. |
| **Present and Going Forward Vocabulary:**  epilogue, sequel, character development, antagonist | | |

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| Plan a dinner party (clothing, food, games, conversation, etc) for the main character. | What Homecoming  Dress -Up days would you plan for this school/character? | Change the ending of the book. |
| Introduce a new character. How does that change the story? | Rewrite a scene in a different time period. | Write a teaser for the sequel to this story. |
| Write the main character’s epilogue. | What animal would the antagonist be and why? | What song best describes the theme of this book and why? |

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| **Career Connections:**  author, writer, editor, planner |

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| **Literature Connections/Resources:**   * <http://bighugelabs.com/> * http://www.educatorstechnology.com/2012/02/list-of-free-graphic-organizers-for.html |

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| **ALCOSS: 8.20**  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented. | | |
| **Mastered:**  Students can Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented. | **Present:**  Students will plan and implement a class debate. | **Going Forward:**  Students will write an in opposition to a topic they actually support. |
| **Present and Going Forward Vocabulary:**  viewpoints, rebuttal, debate | | |

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| **Career Connections:**  lawyer, judge, politician, writer, speaker |

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| **Advanced Understanding & Activity (Alternate activity):**  Agree to Disagree   * Students will organize a class debate, focusing on how to handle rebuttals and differing viewpoints. * This activity can then be compared to how authors perform this skill within literature pieces. |

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| **Literature Connections/Resources:**   * [www.debates.org](http://www.debates.org) * http://www.history.com/speeches |

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| **ALCOSS: 8.21**  Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | | |
| **Mastered:**  Students can write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **Present:**  Students will research certain topics and create a documentary film to present the information. | **Going Forward:**  Students will create an expository picture essay. |
| **Present and Going Forward Vocabulary:**  documentary, expository, informative | | |

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| **Career Connections:**  filmmaker, writer, director, producer, researcher, detective, journalist |

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| **Advanced Understanding & Activity (Alternate activity):**  Show Time   * Students will create and share with the class an original documentary about a given topic, either teacher or student generated. |

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| **Literature Connections/Resources:**   * <http://www.studentcam.org/> * https://www.wevideo.com/ |

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| **ALCOSS: 8.22**  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | | |
| **Mastered:**  Students can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | **Present:**  Students will hone the skills developed from narrative writing to create the same story in a different genre. | **Going Forward:**  Students will change a piece of writing outside of the narrative genre into a narrative. |
| **Present and Going Forward Vocabulary:**  Genre, narrative, sensory | | |

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| **Career Connections:**  writer, author, editor, artist, illustrator |

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| **Advanced Understanding & Activity (Alternate activity):**  Through Different Eyes   * Students will use the same story line from the narrative writing to complete comic book or play. * Allow the students to use a rubric to perform peer assessments and compare and contrast whose rewrite styles were more effective. |

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| **Literature Connections/Resources:**   * <http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html> * <http://www.bitstrips.com/create/comic/> * http://www.freetech4teachers.com/2010/12/10-ways-to-create-comics-online.html |

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| **ALCOSS: 8.23**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) | | |
| **Mastered:**  Student can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) | **Present:**  Students will produce multiple writings within the same genre for different audiences and analyze how the pieces differ. | **Going Forward:**  Students will write to a local newspaper editor in the appropriate form. |
| **Present and Going Forward Vocabulary:**  audience, genre, style | | |

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| **Career Connections:**  speaker, writer, lawyer, journalist |

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| **Advanced Understanding & Activity (Alternate activity):**  Hear Ye, Hear Ye   * Students will write and deliver speeches to two separate audiences. * Afterward, students should evaluate how the writing styles and delivery differed from one audience to another. |

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| **Literature Connections/Resources:**   * [www.debates.org](http://www.debates.org) * http://www.history.com/speeches |

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| **ALCOSS: 8.24**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) | | |
| **Mastered:**  Students can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) | **Present:**  Students will manipulate pieces of writing in order to evaluate the most effective way to address audience and purpose. | **Going Forward:**  Students will create a poem or song for each of the steps of the writing process: prewriting, drafting, revising, editing, and publish. |
| **Present and Going Forward Vocabulary:**  audience, purpose | | |

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| **Career Connections:**  poet, writer, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  Found Poems   * Students will find a piece of writing to manipulate into a poem. The writing can be a newspaper article, a speech, a short selection from a novel, etc. * The students should spend plenty of time analyzing how word choice, line length, font choice, etc. change the meaning of a piece of writing. |

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| **Literature Connections/Resources:**   * <http://www.poets.org/viewmedia.php/prmMID/5780> * <http://www1.ncte.org/library/files/Store/Books/Sample/18488chap1.pdf> * http://www.readwritethink.org/files/resources/interactives/holes\_mover/index.html |

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| **ALCOSS: 8.25**  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | | |
| **Mastered:**  Students can use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | **Present:**  Students will expand their knowledge of the writing process by accessing a formal and/or public venue for publishing writing. | **Going Forward:**  Students will participate in a Pen Pal program, or something similar, to collaborate and communicate with students across the country. |
| **Present and Going Forward Vocabulary:**  publish | | |

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| **Career Connections:**  writer, author, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  Hot Off the Press!   * Students will publish original writings online. |

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| **Literature Connections/Resources:**   * NaNoWriMo (National Novel Writing Month in November) * http://www.nanowrimo.org/ * National Script writing month in April through NaNoWriMo’s website |

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| **ALCOSS: 8.26**  Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | |
| **Mastered:**  Students can conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **Present:**  Students will expand their knowledge of research by implementing an action plan for said research. | **Going Forward:**  Students will host a research fair on the same topic where each participant presents his/her findings to the class, then evaluates whose research method was the most effective. |
| **Present and Going Forward Vocabulary:**  research, action plan | | |

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| **Career Connections:**  politician, city planner, activist |

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| **Advanced Understanding & Activity (Alternate activity):**  It Takes a Village   * Students will research a community issue and organize findings into a presentation for the mayor. * Students should propose solutions for any problems found. |

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| **Literature Connections/Resources:**   * http://www.generationon.org/global/big-happenings/project-month |

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| **ALCOSS: 8.27**  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | |
| **Mastered:**  Student can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **Present:**  Students will create a formal bibliography of research sources using MLA or APA format. | **Going Forward:**  Students will create a reference folder with multiple research topics with several citations listed for each topic. |
| **Present and Going Forward Vocabulary:**  bibliography, MLA, APA | | |

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| **Career Connections:**  researcher, writer, author, editor |

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| **Advanced Understanding & Activity (Alternate activity):**   * Students will create at least one set of standardized resources used during an independent study. * Students could use different standardized formatting and discuss how the bibliographies differ by format and why that might be important. |

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| **Literature Connections/Resources:**   * <http://www.bibme.org/> * <http://www.easybib.com/> |

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| **ALCOSS: 8.28**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *Grade 8 Reading standards* to literature (e.g., ―Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).  b. Apply *Grade 8 Reading standards* to literary nonfiction (e.g., ―Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced). | | |
| **Mastered:**  Students can draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *Grade 8 Reading standards* to literature (e.g., ―Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).  b. Apply *Grade 8 Reading standards* to literary nonfiction (e.g., ―Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced). | **Present:**  Students will expand their knowledge of research by developing and executing an action plan. | **Going Forward:**  Students will chart the progress and success of the action plan/service project throughout its duration and make appropriate changes as needs arise. |
| **Present and Going Forward Vocabulary:**  action plan | | |

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| **Career Connections:**  activist, politician, planner |

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| **Advanced Understanding & Activity (Alternate activity):**  It Takes a Village   * Students will research a community issue and organize findings into a presentation for a community official. * Students should propose solutions for any problems found. |

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| **Literature Connections/Resources:**   * http://www.generationon.org/global/big-happenings/project-month |

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| **ALCOSS: 8.29**  Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. | | |
| **Mastered:**  Students can write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. | **Present:**  Students will compose a portfolio of writings to be published for an audience. | **Going Forward:**  Students will write several reflective journal entries, focused on personal and school-related goals, over the course of the grading period to use for self-assessment. |
| **Present and Going Forward Vocabulary:**  portfolio, publish | | |

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| **Career Connections:**  writer, editor, author |

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| **Advanced Understanding & Activity (Alternate activity):**  Hot off the Press   * Students will work in groups or together as a class to create a publication of best writings to publish to the school. * The tasks can be broken down into marketing, editing, artwork, etc. |

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| **Literature Connections/Resources:**   * <http://www.smilebox.com/newsletter-designs.html?partner=google&campaign=search_core_newsletter&gclid=CMKC9bSh268CFS1a7AodoWyXAw> * <http://www.graphicmail.com/site/features_templates.aspx> |

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| **ALCOSS: 8.30**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | | |
| **Mastered:**  Students can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | **Present:**  Students will research author’s motives in various pieces of literature and present findings in a formal setting. | **Going Forward:**  Students will research the Socratic Method and practice that technique in a group discussion setting. |
| **Present and Going Forward Vocabulary:**  motives | | |

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| **Career Connections:**  author, lawyer, doctor, philosopher, counselor |

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| **Advanced Understanding & Activity (Alternate activity):**  He Said, She Said   * After thoroughly researching topics such as character motivation and development, theme, conflict, style, etc., students will take on the persona of a certain author and debate and defend his/her writing choices with another “student/author.” |

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| **Literature Connections/Resources:**   * [www.debates.org](http://www.debates.org) * http://www.history.com/speeches |

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| **ALCOSS: 8.31**  Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | | |
| **Mastered:**  Students can analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | **Present:**  Students will design and implement original advertisements for various purposes. | **Going Forward:**  Students will research WW1 and WW11 time propaganda and compare to current advertisements. |
| **Present and Going Forward Vocabulary:**  purpose, audience, advertisements | | |

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| **Career Connections:**  marketing, writer |

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| **Advanced Understanding & Activity (Alternate activity):**   * Design an ad campaign for your school centered on an appropriate topic: bullying, community service, tutoring, etc. |

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| **Literature Connections/Resources:**   * http://www.glogster.com/ |

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| **ALCOSS: 8.32**  Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | | |
| **Mastered:**  Students can delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Present:**  Students will compare and contrast multiple texts, assessing the reasoning and soundness. | **Going Forward:**  Students will access a poorly written speech and rewrite it with sound reasoning and logic. |
| **Present and Going Forward Vocabulary:**  reason, soundness, compare, contrast | | |

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| **Career Connections:**  writer, author, lawyer, judge, politician |

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| **Advanced Understanding & Activity (Alternate activity):**  Do You Hear What I Hear?   * Students will find several presidential debate speeches or campaign ads (or something similar) to compare and contrast. * Results should be presented with a visual graphic along with a written analysis. |

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| **Literature Connections/Resources:**   * Debates.org * http://www.history.com/speeches |

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| **ALCOSS: 8.33**  Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
| **Mastered:**  Students can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | **Present:**  Students will plan action steps in response to research findings. | **Going Forward:**  Students will watch speeches from different speakers and chart the speaker’s speech etiquette: eye contact, voice volume, clear pronunciation, etc. |
| **Present and Going Forward Vocabulary:**  research | | |

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| **Career Connections:**  politician, planner, activist |

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| **Advanced Understanding & Activity (Alternate activity):**   * Students will plan a community service project in response to a local need that has been researched. |

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| **Literature Connections/Resources:**   * http://www.generationon.org/global/big-happenings/project-month |

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| **ALCOSS: 8.34**  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | | |
| **Mastered:**  Students can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | **Present:**  Students will translate facts and statistics into a multimedia presentation. | **Going Forward:**  Students will create a series of “how to” videos on one specific topic. |
| **Present and Going Forward Vocabulary:**  facts, statistics | | |

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| **Career Connections:**  marketer, journalist, artist |

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| **Advanced Understanding & Activity (Alternate activity):**   * Students will take facts and statistics from a topic of interest, such as sports, nutrition, grades, votes, etc, and report the information to the class using Glogster posters or other infographics. |

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| **Literature Connections/Resources:**   * <http://www.glogster.com/> * http://www.factmonster.com/ |

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| **ALCOSS: 8.35**  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) | | |
| **Mastered:**  Student can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) | **Present:**  Students will apply formal and informal language characteristics to distinct time periods, analyzing the differences in each. | **Going Forward:**  After researching a person of interest, students will deliver a “get to know me” speech while taking on the role and character of that person. Using dialect and period clothing will add to this presentation. |
| **Present and Going Forward Vocabulary:**  formal, informal | | |

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| **Career Connections:**  historian, author, writer |

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| **Advanced Understanding & Activity (Alternate activity):**  Imagine That!   * What language barriers occur when a typical 2012 American teenager travels back to 1912? What language barriers would that same student face if he/she were placed in 3012 America? * Answer these questions in the form of a story, essay, song, or poem. |

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| **Literature Connections/Resources:**   * <http://www.u-s-history.com/pages/eras.html> * <http://www.americaslibrary.gov/jb/index.php> |

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| **ALCOSS: 8.36**  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.  b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  c. Form and use verbs in the active and passive voice.  d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]  e. Recognize and correct inappropriate shifts in verb voice and mood.\* | | |
| **Mastered:**  Students can Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.  b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  c. Form and use verbs in the active and passive voice.  d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]  e. Recognize and correct inappropriate shifts in verb voice and mood.\* | **Present:**  Students will expand their knowledge of language and grammar conventions by writing about specifics mechanics. | **Going Forward:**  Students will create a “Who Am I” game with verbals. |
| **Present and Going Forward Vocabulary:**  gerund, infinitive, participle, verb | | |

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| **Career Connections:**  author, writer, editor, musician |

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| **Advanced Understanding & Activity (Alternate activity):**   |  |  |  |  | | --- | --- | --- | --- | | R  Role | A  Audience | F  Format | T  Topic | | Verb | Gerunds/infinitives/participle | Song | “We Are Family” | | Subject | Verb | Auctioneer | “Don’t Leave Me Out” | | Passive verb | Active verb | Job application | “When Do I Start?” | | Sentence | Verbs that have shifted | A cautionary tale | “Don’t Rock the Boat” | |

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| **Literature Connections/Resources:**   * *Kites Sail High* by Ruth Heller |

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| **ALCOSS: 8.37**  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Use an ellipsis to indicate an omission.  c. Spell correctly. | | |
| **Mastered:**  Students can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Use an ellipsis to indicate an omission.  c. Spell correctly. | **Present:**  Students will expand their knowledge of punctuation conventions by exploring its necessity. | **Going Forward:**  Students will create “Wanted” posters for various punctuation marks, focusing on the purpose of each mark. |
| **Present and Going Forward Vocabulary:**  ellipses, commas, dashes | | |

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| **Career Connections:**  author, writer, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  What if?   * Evaluate why type, if any, communication breakdown would occur if no punctuation rules existed? If not capitalization rules existed? If conventional spelling rules did not exist? |

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| **Literature Connections/Resources:**   * *Punctuation Take a Vacation* * *Eats, Shoots, and Leaves* |

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| **ALCOSS: 8.38**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | | |
| **Mastered:**  Students can use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | **Present:**  Students will expand their knowledge of active and passive voice by evaluating the usefulness and overall purpose of each verb voice. | **Going Forward:**  Students will create skits in active and passive voice to evaluate the effect of both.  Students will write a sports play-by-play in active and passive voice and evaluate the most effective use. |
| **Present and Going Forward Vocabulary:**  active voice, passive voice | | |

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| **Career Connections:**  writer, speaker, journalist, author, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  What If   * Students will evaluate how different language would be without active voice by writing several different dialogues in only passive voice. * This could be complete as a whole class assignment or in small groups. * Students should compare and contrast the benefits and drawbacks to using only one voice. |

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| **Literature Connections/Resources:**   * http://owl.english.purdue.edu/owl/resource/539/01/ |

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| **ALCOSS: 8.39**  Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | |
| **Mastered:**  Students can determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **Present:**  Students will interpret a piece of writing by analyzing the placement of grammar elements. | **Going Forward:**  Students will continue to explore grammar mechanics by creating their own nonsense word and writing a story about it, making sure to use the story to show the purpose of the word’s grammatical structure.  Students will create a unique vocabulary game, using new and unknown words and their prefixes/suffixes. |
| **Present and Going Forward Vocabulary:**  parts of speech, parts of a sentence, context clues | | |

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| **Career Connections:**  detective, writer, author, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  It’s All Greek to Me   * Using the poem “Jabberwocky,” students should determine the purpose of the nonsense words based only on their knowledge of grammar. * Expand on this by having students make up their own nonsense word and write an entire story about it. |

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| **Literature Connections/Resources:**   * “Jabberwocky” |

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| **ALCOSS: 8.40**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). | | |
| **Mastered:**  Students can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). | **Present:**  Students will analyze the use of figurative language, connotation, and denotation in relation to real-world situations and/or personal connections. | **Going Forward:**  Students will create visual family trees for connotations and denotations within the same word families. |
| **Present and Going Forward Vocabulary:**  metaphor, simile, pun, connotation, denotation, irony | | |

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| **Career Connections:**  author, writer, editor |

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| **Advanced Understanding & Activity (Alternate activity):**  Triplet Activity—Complete all three of these assignments.   1. Create an infographic (from Glogster or a similar site) representing the connotation and denotation of 3-5 specifically chosen words. 2. In one paragraph, use a simile or metaphor to explain how you are like one of the following items: a 5 year old Target receipt, a bungee cord, water goggles, or a paperclip. 3. Write a television/radio advertisement about one product using puns and irony. |

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| **Literature Connections/Resources:**   * Alanis Morissette’s song “Ironic” *\*\*may need to be slightly edited* * <http://www.makeuseof.com/tag/awesome-free-tools-infographics/> * http://www.glogster.com/ |

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| **ALCOSS: 8.41**  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| **Mastered:**  Students can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Present:**  Students can synthesize language meaning from cultures around the world to produce meaning. | **Going Forward:**  Students will write and illustrate an ABC book about common expressions used in English. |
| **Present and Going Forward Vocabulary:**  idiom | | |

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| **Career Connections:**  linguist |

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| **Advanced Understanding & Activity (Alternate activity):**  When In Rome  Before beginning, research cultural idioms from around the world. Imagine several new friends, all from different parts of the world, are meeting at your house for a dinner party. Write out the conversation among you and your friends using only idioms. |

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| **Literature Connections/Resources:**   * <http://www.npr.org/templates/story/story.php?storyId=105928918> * Jag Bhalla's *I'm Not Hanging Noodles on Your Ears* |