

Unit 8/26 to 9/26	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Introduction to Readers/Writers Workshop</b> <b>Team Building and Building Relationships</b></p>	<p>8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.</p> <p>8.R.2.1 Students can analyze text using comprehension strategies.</p> <p>8.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.</p> <p>8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.</p> <p>8.R.5.2 Students can recognize expository, persuasive, and procedural text.</p> <p>8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.</p> <p>8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.</p> <p>8.W.2.1 Students can edit text for run-on sentences and fragments.</p> <p>8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.</p> <p>8.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>8.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>8.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek &amp; Latin roots.</p>	<p><b>Language Arts:</b></p> <ul style="list-style-type: none"> <li>Students will be introduced/reintroduced to building/classroom rules and expectations.</li> <li>Students will be introduced to classroom routines related to journaling, reading logs, writer's notebooks, etc.</li> <li>Students will be introduced to norms and expectations related to classroom performance on an individual, small group and whole group performance.</li> </ul> <p><b>Reading Skills-</b></p> <ul style="list-style-type: none"> <li>Students will have opportunities to read and analyze text using the comprehension strategies (monitoring for understanding, schema, questioning, inference, sensory imagery, determining importance, synthesis and summary) with an emphasis on short pieces of nonfiction including textbooks excerpts and related short fiction pieces (ex. students might read a short story related to global warming along with an editorial on global warming) (8.R.2.1, 8.R.5.3, 8.R.2.2)</li> <li>Students will explore character change and motivation through class discussions (8.R.3.1)</li> <li>Students will analyze author purpose in short expository, persuasive and procedural text.) (8.R.5.2, 8.R.5.1)</li> <li>Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (8.R.2.2)</li> </ul> <p><b>Writing Skills-</b></p> <ul style="list-style-type: none"> <li>Students will respond to reading through writing (Reading response, written conversations, response letters, summaries, etc.) (8.W.1.1)</li> <li>Students will have an opportunity to write through extended journal response. (8.W.1.1)</li> <li>Students will have some opportunities to edit their own writing and that of their peers for run-on sentences and fragments. (8.W.2.1)</li> <li>Students will have opportunities to analyze character change over time and character motivation through written response. (8.W.1.1)</li> </ul> <p><b>Listening, Viewing and Speaking Skills-</b></p> <ul style="list-style-type: none"> <li>Students will have opportunities to create presentations demonstrating their understanding of short pieces under study. (8.LVS.1.3)</li> </ul> <p><b>QRI-</b></p> <p>Students will take the QRI4 and have an opportunity to review and reflect upon the result of this and other appropriate measures (D-Step Results, DACS, etc.). (8.R.5.3)</p>

Unit One Resources	Grammar, Word Study & Vocabulary:
<p><b>Student Resources-</b></p> <p>Various anthologies of short texts including those drawn from available text series</p> <p>Related newspaper articles, magazine articles, and nonfiction excerpts</p> <p>Journals/Notebooks as selected by teacher</p> <p><b>Teacher Resources-</b></p> <p>The First Six Weeks of School (Denton &amp; Kriete, ISBN: 978-1892989048)</p> <p>Teaching Reading in the Middle School, chapters 3 &amp; 6 (Robb, ISBN: 978-0590685603)</p> <p>Less is More: Teaching Literature With Short Texts. chapters 1 &amp; 2 (Campbell, ISBN: 978-1571107107)</p> <p>In the Middle, chapters 4, 5 &amp; 6 (Atwell, ISBN: 978-0867093742)</p> <p>Schools of Fish! (Strand, ISBN: 978-1401303006)</p> <p>35 Must-Have Assessment and Record Keeping Forms for Reading 4-8 (Robb, ISBN: 978-0439241212)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Review complex and compound sentence structures (FANBOYS and AAWWUBBIS) (M) (8.GWV.1.1)</i></li> <li>• <i>Demonstrate the use of the apostrophe with singular and plural possessives including names that end with s. (M) (8.GWV.2.1)</i></li> <li>• Be gradually introduced to the following Greek or Latin Roots and their meanings: ann/enn, biblio, chron, jud/jur/jus, lab, man, migr, poli, port, psych, trib, urb. (8.R.1.1, 8. GWV.5.1)</li> <li>• Be gradually introduced to the TCMS 8<sup>th</sup> Grade Prefixes and their meanings (anti, de, en, ex, non, ill, ir, sub) (8.R.1.1, 8. GWV.5.1)</li> <li>• Apply an understanding of introduced Greek or Latin roots and 8<sup>th</sup> Grade Prefixes to infer the meaning of unfamiliar words (8.R.1.1, 8. GWV.5.1)</li> <li>• Demonstrate proper use of spell and grammar check (8.GWV.2.1)</li> <li>• Edit their writing for correct use of punctuation in a variety of sentence structures including compound and complex sentences. (8.GWV.2.1)</li> <li>• Edit their writing for subject-verb agreement and appropriate tense (8.GWV.2.1)</li> </ul>
	<p><b>Evidence &amp; Assessments</b></p> <p><b>Student Evidence-</b></p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Student Reading Logs &amp; Responses</li> <li>Student Journals</li> <li>Assigned Graphic Organizers</li> <li>Posters</li> <li>Presentations</li> </ul> <p>Writer's Notebooks</p> <p><b>Assessment-</b></p> <p>Scored Personal Impromptu Piece: Explaining Character Change or Motivations(Craft and Convention Rubric)</p> <p>Complete Qualitative Reading Inventory 4 Assessment</p>

Unit 9/29 to 11/9	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploring Reading &amp; Writing to Communicate, Inform and Persuade</b></p>	<p>8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.</p> <p>8.R.2.1 Students can analyze text using comprehension strategies.</p> <p>8.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.</p> <p>8.R.5.2 Students can recognize expository, persuasive, and procedural text.</p> <p>8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.</p> <p>8.W.1.2 Students can revise writing for ideas and content.</p> <p>8.W.1.3 Students can compose text using information from multiple sources to support a topic.</p> <p>8.W.2.1 Students can edit text for run-on sentences and fragments.</p> <p>8.LVS.1.1 Students can evaluate information in auditory and visual communication.</p> <p>8.LVS.1.2 Students can analyze audio/visual aids in presentations.</p> <p>8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.</p> <p>8.LVS.1.4 Students can deliver a persuasive presentation.</p> <p>8.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>8.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>8.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>8.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>8.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek &amp; Latin roots.</p>	<p><b>Language Arts:</b></p> <p><b>Reading Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will have opportunities to read and analyze a variety of persuasive texts (cartoon, commercials, letters, speeches, editorials, commentaries and essays) using the comprehension strategies (monitoring for understanding, schema, questioning, inference, sensory imagery, determining importance, synthesis and summary) (8.R.2.1, 8.R.5.3, 8.R.2.2)</li> <li>• Students will identify a variety of persuasive techniques and discuss their use in terms of purpose and intent.</li> <li>• Students will analyze author purpose in a variety of persuasive texts (8.R.5.2, 8.R.5.1)</li> <li>• Students will explore multiple perspectives or points of view expressed through persuasive texts, evaluating effectiveness of argument, comparing author positions, use of persuasive technique and credibility. (8.R.3.2, 8.R.5.2)</li> <li>• Students will identify bias and opinion as well as factual evidence embedded in persuasive texts. (8.R.5.2) (8.W.1.3)</li> <li>• Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (8.R.2.2)</li> </ul> <p><b>Writing Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will respond to a variety of persuasive texts through writing (reading response, written conversations, response letters, summaries, etc.) (8.W.1.1)</li> <li>• Students will have an opportunity to create a variety of persuasive texts including cartoon, commentary, speech and persuasive essay (essay required) (8.W.1.1).</li> <li>• Students will have opportunities to edit their own formal writing and that of their peers for run-on sentences and fragments. (8.W.1.1)</li> <li>• Students will revise persuasive essays for ideas and content. (8.W.1.1)</li> <li>• Students will evaluate persuasive essay and other forms of persuasive texts in terms of voice (1st, 2<sup>nd</sup>, 3<sup>rd</sup> person) (8.GWV.4.1)</li> <li>• When appropriate, students will incorporate information from multiple sources to support their position in persuasive essay. (8.W.1.3)</li> </ul> <p><b>Listening, Viewing and Speaking Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will have opportunities to view and/or listen to and evaluate auditory and visual communication in terms of fact, opinion and use of persuasive techniques (political speeches, debates, commercials, music) (8.LVS.1.1, 8.LVS.1.2)</li> <li>• Students will create a persuasive presentation (commercial, power point, speech, etc.) that is clearly introduced, logically developed and transitioned with an effective conclusion (8.LVS.1.4)</li> <li>• Students will integrate verbal (pitch, volume, modulation) and nonverbal (gesture, body language, etc.) techniques in a persuasive presentation (commercial, power point, speech, etc.) (8.LVS.1.3)</li> <li>• Students will deliver a persuasive presentation (commercial, power point, speech, etc.) that has a clearly identified purpose and audience (8.LVS.1.4)</li> </ul>

Unit Two Resources	Grammar, Word Study & Vocabulary:
<p><b>Student Resources-</b></p> <p>Various examples of persuasive texts (essay, editorial, commentary, cartoon, etc.) drawn from a variety of existing resources (literature anthologies and textbooks, newspapers &amp; magazines, online resources, etc.)</p> <p>Various examples of student written persuasive essays</p> <p style="text-align: right;">Write</p> <p>Source 2000 Skills Book: A Handbook for Writing and Learning (Sebranek, Kemper, ISBN: 978-0669467796)</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the TCMS 8<sup>th</sup> Grade Prefixes and their meanings (anti, de, en, ex, non, ill, ir, sub) (M)</i></li> <li>• <i>Identify common prepositions (of, in, to, for, on, with, at, by, from) (M) (8.R.1.1, 8.GWV.5.1)</i></li> <li>• Identify prepositional phrases in a variety of written work (8.GWV.2.1)</li> <li>• Be gradually introduced to the following Greek or Latin Roots and their meanings: ann/enn, biblio, chron, jud/jur/jus, lab, man, migr, poli, port, psych, trib, urb. (8.R.1.1, 8.GWV.5.1)</li> <li>• Apply an understanding of introduced Greek or Latin roots and 8<sup>th</sup> Grade Prefixes to infer the meaning of unfamiliar words (8.R.1.1, 8.GWV.5.1)</li> <li>• Demonstrate proper use of spell and grammar check (8.GWV.2.1)</li> <li>• Edit their writing for correct use of punctuation in a variety of sentence structures including compound and complex sentences. (8.GWV.3.1)</li> <li>• Edit their writing for subject-verb agreement and appropriate tense (8.GWV.2.1)</li> </ul>
<p><b>Teacher Resources-</b></p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p> <p>Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12 (Tovani, 978-1571103765)</p>	<p style="text-align: center;"><b>Evidence &amp; Assessments</b></p> <p><b>Student Evidence-</b></p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Student Reading Logs &amp; Responses</li> <li>Student Journals</li> <li>Assigned Graphic Organizers</li> <li>Posters</li> <li>Presentations</li> </ul> <p>Writer's Notebooks</p> <p><b>Assessment-</b></p> <p>Scored Writing to Communicate Piece: Persuasive Essay (Craft and Convention Rubric)</p> <p>Rubric scored persuasive presentation</p>

Unit 11/17 to 12/16	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploration of Poetry &amp; Descriptive Language</b></p>	<p>8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.</p> <p>8.R.2.1 Students can analyze text using comprehension strategies.</p> <p>8.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and <u>poetry</u>.</p> <p>8.R.3.2 Students can examine the effects of the author's use of literary devices.</p> <p>8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.</p> <p>8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.</p> <p>8.W.1.2 Students can revise writing for ideas and content.</p> <p>8.W.2.2 Students can identify and incorporate adverbs in the writing process.</p> <p>8.LVS.1.1 Students can evaluate information in auditory and visual communication.</p> <p>8.LVS.1.2 Students can analyze audio/visual aids in presentations.</p> <p>8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.</p> <p>8.LVS.1.4 Students can deliver a persuasive presentation.</p> <p>8.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>8.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>8.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>8.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek &amp; Latin roots.</p>	<p><b>Language Arts:</b></p> <hr/> <p><b>Reading Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will have opportunities to read and analyze contemporary American poetry and song lyrics using the comprehension strategies (monitoring for understanding, schema, questioning, inference, sensory imagery, determining importance, synthesis and summary) (8.R.2.1, 8.R.5.3, 8.R.2.2)</li> <li>• Students will examine the contemporary American poetry and lyricist's use of imagery, rhyme scheme, rhythm, repetition and mood in poetry and song lyrics. (8.R.3.2)</li> <li>• Students will compare and contrast themes in contemporary American poetry and song lyrics. (8.R.4.1)</li> <li>• Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (8.R.2.2)</li> </ul> <p><b>Writing Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will respond to contemporary poetry and song lyrics through writing (Reading response, written conversations, response letters, summaries, etc.) (8.W.1.1)</li> <li>• Students will write and revise poetry, with some opportunities to emulate craft, form and technique (8.W.1.2)</li> <li>• Students will have some opportunities to edit their own writing and that of their peers for run-on sentences and fragments. (8.W.1.1)</li> </ul> <p><b>Listening, Viewing and Speaking Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will develop a written plan for incorporating poetry (may be student written OR student selected) into an audio/visual presentation (8.LVS.1.3, 8.LVS.1.4)</li> <li>• Students will incorporate poetry into an audio/visual presentation that requires them to combine technology tools (iMovie, Garage Band, iPhoto, Photoshop Light, Web-based Freeware, etc.) (examples: performance, slide shows set to music, etc.). (8.LVS.1.3, 8.LVS.1.4)</li> <li>• Students will co-create and use rubrics to assess peer-created audio/visual presentations. (8.LVS.1.1, 8.LVS.1.2)</li> </ul>

Unit Three Resources	Grammar, Word Study & Vocabulary:
<p><b>Student Resources-</b></p> <p>Poetry resources previously purchase for Todd County Middle School Classrooms &amp; Library</p> <p>Poetry Tubs previously purchased and available to teachers in K-8 elementary classrooms</p> <p>Poems selected from:</p> <p><i>The Invisable Ladder: An Anthology of Contemporary American Poems for Young Readers</i> (Rosenberg, ed., ISBN 978-0805038361)</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the following Greek or Latin Roots and their meanings: ann/enn, biblio, chron, jud/jur/jus, lab, man, migr, poli, port, psych, trib, urb. (M) (8.GWV.5.1, 8.R.1.1)</i></li> <li>• <i>Identify prepositional phrases in a variety of written work (M) (8.GWV.2.1)</i></li> <li>• Apply an understanding of introduced Greek or Latin roots and 8<sup>th</sup> Grade Prefixes to infer the meaning of unfamiliar words (8.GWV.5.1, 8.R.1.1)</li> <li>• Demonstrate proper use of spell and grammar check (8.GWV.2.1)</li> <li>• Edit their writing for correct use of punctuation in a variety of sentence structures including compound and complex sentences. (8.GWV.1.1, 8.GWV.2.1)</li> <li>• Edit their writing for subject-verb agreement and appropriate tense (8.GWV.2.1)</li> <li>• Analyze how narration and voice (1st, 2<sup>nd</sup>, 3<sup>rd</sup> person) affect point of view (8.GWV.4.1)</li> <li>• Examine sentence fragments in poetry and lyrics (8.GWV.1.1)</li> </ul>
<p>Contemporary song lyrics (previewed for acceptable content)</p> <p><b>Teacher Resources-</b></p> <p>Outspoken!: How to Improve Writing and Speaking Skills Through Poetry Performance (Holbrook, Salinger, ISBN: 978-0325009650)</p> <p>Wham! It's a Poetry Jam: Discovering Performance Poetry (Holbrook, ISBN: 978-1563979989)</p> <p>Poetry Matters: Writing a Poem from the Inside Out (Fletcher, 978-0380797035)</p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p>	<p><b>Evidence &amp; Assessments</b></p> <p><b>Student Evidence-</b></p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Student Reading Logs &amp; Responses</li> <li>Student Journals</li> <li>Assigned Graphic Organizers</li> <li>Posters</li> <li>Presentations</li> </ul> <p>Writer's Notebooks</p> <p>Multimedia Presentation</p> <p><b>Assessment-</b></p> <p>Multimedia Presentation scored by Rubric</p>

Unit 1/5 to 2/13	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploration of Narrative Elements in Story, Poetry and Essay (Personal Essay)</b></p>	<p>8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.</p> <p>8.R.2.1 Students can analyze text using comprehension strategies.</p> <p>8.R.2.2 Students can read fluently to comprehend grade-level text. .</p> <p>8.R.3.2 Students can examine the effects of the author's use of literary devices.</p> <p>8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.</p> <p>8.R.5.2 Students can recognize expository, persuasive, and procedural text.</p> <p>8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.</p> <p>8.W.1.2 Students can revise writing for ideas and content.</p> <p>8.W.2.1 Students can edit text for run-on sentences and fragments.</p> <p>8.LVS.1.1 Students can evaluate information in auditory and visual communication.</p> <p>8.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>8.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>8.GWV.3.1 Students will identify and use contractions and serial commas.</p> <p>8.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>8.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek &amp; Latin roots.</p>	<p><b>Language Arts:</b></p> <p><b>Reading Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will have opportunities to read and analyze personal story, memoir and personal essays (sensory imagery, connections) (8.R.2.1, 8.R.5.3, 8.R.2.2)</li> <li>• Students will infer connections between the meaning of essay and the essayist/author (ex. This I Believe Essays, &lt; <a href="http://www.thisibelieve.org/">http://www.thisibelieve.org/</a>&gt;) (8.R.5.1)</li> <li>• Students will examine the personal essay to identify narrative elements. (8.R.3.2)</li> <li>• Students will compare and contrast a personal story, memoir and personal essay with a focus on personal essay. (8.R.4.1) (8.R.5.2)</li> <li>• Students will evaluate personal essays to identify author's use of story to make a point (author purpose) (8.R.5.1)</li> <li>• Students will evaluate personal essays to examine the effects of literary devices (ex. imagery, figurative language, mood, tone, humor, etc.) (8.R.3.2)</li> <li>• Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (8.R.2.2)</li> </ul> <p><b>Writing Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will respond to personal essays (Reading response, written conversations, response letters, summaries, etc.) (8.W.1.1)</li> <li>• Students will write and revise personal essays, with some opportunities to emulate craft, form and technique (8.W.1.2)</li> <li>• Students will have some opportunities to edit their own writing and that of their peers for run-on sentences and fragments. (8.W.2.1)</li> </ul> <p><b>Listening, Viewing and Speaking Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will listen to evaluate literary devices in a personal essay through journaling, personal reflection, etc. (materials available at <a href="http://www.thisibelieve.org">www.thisibelieve.org</a>) (8.LVS.1.1)</li> </ul>

Unit Four Resources	Grammar, Word Study & Vocabulary:
<p><b>Student Resources-</b></p> <p>A variety of personal stories, memoir and essays available from current resources (memoir collections, literature anthologies and textbooks, magazines and newspaper, online resources)</p> <p><b>Teacher Resources-</b></p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p> <p>Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12 (Tovani, 978-1571103765)</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Analyze how narration and voice (1st, 2<sup>nd</sup>, 3<sup>rd</sup> person) affect point of view (M) (8.GWV.4.1)</i></li> <li>• <i>Demonstrate the ability to use prepositional phrases in the writing or revision of their own work (M) (8.GWV.2.1)</i></li> <li>• <i>Review, identify and use dependent clauses as interrupters (M) (8.GWV.1.1)</i></li> <li>• <i>Demonstrate the use of complex sentences in their writing (M) (8.GWV.1.1)</i></li> <li>• Be gradually introduced to the TCMS 8<sup>th</sup> Grade Suffixes and their meanings (some, th, sion/tion, ish, ize, ive, ence/ance) (8.R.1.1, 8.GWV.5.5)</li> <li>• Apply an understanding of introduced Greek or Latin roots, 8<sup>th</sup> Grade Prefixes and Suffixes to infer the meaning of unfamiliar words (8.R.1.1, 8.GWV.5.5)</li> <li>• Demonstrate proper use of spell and grammar check (8.GWV.2.1)</li> <li>• Edit their writing for: correct use of punctuation in a variety of sentence structures including compound and complex sentences; subject-verb; appropriate tense (8.GWV.1.1, 8.W.2.1)</li> <li>• Analyze their own written work and that of published authors for effective and ineffective use of sentence fragments (8.GWV.1.1)</li> </ul> <p><b>Evidence &amp; Assessments</b></p> <p><b>Student Evidence-</b></p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Student Reading Logs &amp; Responses</li> <li>Student Journals</li> <li>Assigned Graphic Organizers</li> <li>Posters</li> <li>Presentations</li> </ul> <p>Writer's Notebooks</p> <p><b>Assessment-</b></p> <p>Scored Story: Personal Essay(Craft and Convention Rubric)</p> <p>Complete Qualitative Reading Inventory 4 Assessment</p>

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Themed Novel Study: Exploration of Utopian &amp; Distopian Society</b></p>	<p>8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.</p> <p>8.R.2.1 Students can analyze text using comprehension strategies.</p> <p>8.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.</p> <p>8.R.3.2 Students can examine the effects of the author's use of literary devices.</p> <p>8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.</p> <p>8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.</p> <p>8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.</p> <p>8.W.1.3 Students can compose text using information from multiple sources to support a topic.</p> <p>8.LVS.1.1 Students can evaluate information in auditory and visual communication.</p> <p>8.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>8.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>8.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>8.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek &amp; Latin roots.</p>	<p><b>Language Arts:</b></p> <p><b>Reading Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will participate in literature circles to read and discuss related short pieces and a self-selected novel from an identified list of novels with themes relevant to utopian societies. (8.R.2.2, 8.R.4.1)</li> <li>• Students will read, discuss, and evaluate the author's use of literary elements and devices in short pieces. (8.R.3.2)</li> <li>• Students will read and discuss related short pieces to build background understanding to support their reading of a self-selected novel from an identified list of novels with utopian themes. (8.R.2.2, 8.R.3.1)</li> <li>• Students will identify the role of background knowledge in comprehending. (8.R.5.3)</li> <li>• Students will actively apply comprehension strategies while reading short pieces and a self-selected novel from an identified list of novels with utopian related themes. (8.R.2.1)</li> <li>• Students will evaluate author purpose and point of view while reading both their novel and a variety of short pieces related to the utopian theme. (8.R.5.1) (8.GWV.5.1)</li> <li>• Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (8.R.2.2)</li> </ul> <p><b>Writing Skills-</b></p> <ul style="list-style-type: none"> <li>• Students will respond in writing to short pieces and a self-selected novel from an identified list of novels with utopian related themes (Reading response, written conversations, response letters, summaries, etc.) (8.W.1.1) (8.W.1.3)</li> </ul> <p><b>Listening, Viewing and Speaking Skills-</b></p> <ul style="list-style-type: none"> <li>• Students <u>may</u> have the opportunity to evaluate information (movie clips, radio clips, books or stories on audio) (8.LVS.1.1)</li> </ul>

Unit Five Resources	Grammar, Word Study & Vocabulary:
<p><b>Suggested Novels</b></p> <p>Students in 8<sup>th</sup> grade are expected to complete <b>one</b> or more of the following novels:</p> <p><i>The House of Scorpions</i> (Farmer, ISBN: 978-0689852237) RL:5<sup>th</sup> Grade</p> <p><i>The Giver</i> (Lowry, ISBN: 978-0440237686) RL: Upper 6<sup>th</sup> Grade AUDIO AVAILABLE</p> <p><i>The Last Book In the Universe</i> (Philbrick, ISBN: 978-0439087599) RL: Lower 6<sup>th</sup> Grade AUDIO AVAILABLE</p> <p><i>Fahrenheit 451: A Novel</i> (Bradbury, ISBN: 978-0345410016) RECOMMENDED FOR ADVANCED READERS RL: Upper Middle School AUDIO AVAILABLE</p> <p><i>1984</i> (Orwell, ISBN: 978-0452284234) RECOMMENDED FOR ADVANCED READERS RL: High School AUDIO AVAILABLE</p> <p><i>I,Robot</i> (Asimov, ISBN: 978-0553294385) RL: Upper Middle School</p> <p><i>A Wrinkle in Time</i> (L'Engle, ISBN: 978-0312367541) RL: Lower 6<sup>th</sup> Grade AUDIO AVAILABLE</p> <p><b>Other Resources</b></p> <p>Short stories, articles and poetry to support the exploration of the utopian society:</p> <p><i>The Veldt</i>, (Bradbury, short story available in <i>The Illustrated Man</i>, ISBN: 978-0380973842)</p> <p><i>Imagine</i> (John Lennon, Song Lyrics)</p> <p><i>There Will Come Soft Rains</i> (Bradbury, short story available in <i>Twenty-One Great Stories</i>, ISBN: 978-0451627858)</p> <p><i>There Will Come Soft Rains</i> (Teasdale, Poem available at: <a href="http://www.cs.rice.edu/~ssiyer/minstrels/poems/223.html">http://www.cs.rice.edu/~ssiyer/minstrels/poems/223.html</a>)</p> <p><i>Harrison Bergeron</i> (Vonnegut, available in full text online at <a href="http://www.tnellen.com/cybereng/harrison.html">http://www.tnellen.com/cybereng/harrison.html</a>)</p> <p><b>Teacher Resources-</b></p> <p>Literature Circles: Voice and Choice in Book Clubs &amp; Reading Groups (Daniels, ISBN: 978-1571103338)</p> <p>Mini-Lessons for Literature Circles (Daniels, Steineke, ISBN: 978-0325007021)</p>	<p><b>Students Will</b></p> <ul style="list-style-type: none"> <li>• <i>Identify subject and verb in simple sentences (M) (6.GWV.1.1)</i></li> <li>• <i>Construct simple sentences (M)</i></li> <li>• <i>Identify the functions of the apostrophe (contract, possess) (M) (6.GWV.2.1)</i></li> <li>• Be gradually introduced to the TCMS 6<sup>th</sup> Grade Prefixes and their meanings (dis, mis, un, re, pre) (6.GWV.5.2, 6.R.1.1)</li> <li>• Edit their writing for fragments (6.GWV.1.1)</li> <li>• Be introduced to the proper use of spell and grammar check (6.GWV.2.1)</li> <li>• Differentiate between the need for its vs. it's (6.GWV.2.1)</li> <li>• Have opportunities to edit their own work use of the apostrophe (6.GWV.2.1)</li> <li>• Be introduced to the serial comma in sentences containing simple lists and provided with opportunities to include list sentences in their writing (6.GWV.3.1)</li> </ul> <p><b>Evidence &amp; Assessments</b></p> <p><b>Student Evidence-</b></p> <p>Artifacts that may include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Student Reading Logs &amp; Responses</li> <li>Student Journals</li> <li>Assigned Graphic Organizers</li> <li>Posters</li> <li>Presentations</li> </ul> <p>Writer's Notebooks</p> <p><b>Assessment-</b></p>

Unit 4/1 to 5/22	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">                     Exploring Culture &amp; History Through Short Texts                      (Contemporary Literature &amp; Drama)                 </p>	<p>8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.</p> <p>8.R.2.1 Students can analyze text using comprehension strategies.</p> <p>8.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.</p> <p>8.R.3.2 Students can examine the effects of the author's use of literary devices.</p> <p>8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.</p> <p>8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.</p> <p>8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.</p> <p>8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.</p> <p>8.W.1.3 Students can compose text using information from multiple sources to support a topic.</p> <p>8.W.2.1 Students can edit text for run-on sentences and fragments.</p> <p>8.W.2.2 Students can identify and incorporate adverbs in the writing process.</p> <p>8.GWV.1.1 Students will identify and use a variety of sentence patterns.</p> <p>8.GWV.2.1 Students will identify parts of speech and correct usage.</p> <p>8.GWV.4.1 Students will identify first, second, and third person voice and point of view.</p> <p>8.GWV.5.1 Students will apply an understanding of identified suffixes, prefixes, and Greek &amp; Latin roots.</p>	<p><b>Language Arts:</b></p> <p><b>Reading Skills-</b></p> <ul style="list-style-type: none"> <li>Students will explore coming of age and modern societal issues across culture (urban vs. rural, western perspective vs. middle eastern perspective) through the reading of articles, short story, essay, etc. (8.R.2.2, 8.R.4.1)</li> <li>Students will apply an understanding of literary elements and devices to the reading of short pieces in the discussion of article, short story, and essay. (8.R.2.2, 8.R.3.1, 8.R.3.2)</li> <li>Students will identify the role of background knowledge and personal experience in making connections to texts. (8.R.5.3)</li> <li>Students will actively apply comprehension strategies while reading selected short pieces (coming of age and modern societal issues) (8.R.2.1)</li> <li>Students will evaluate author purpose while reading a variety of short pieces. (8.R.5.1)</li> <li>Students will have opportunities to apply the elements of fluency through extended periods of reading time (daily or weekly self-sustained independent reading time) (8.R.2.2)</li> </ul> <p><b>Writing Skills-</b></p> <ul style="list-style-type: none"> <li>Students will respond in writing to short pieces (Reading response, written conversations, response letters, summaries, etc.) (8.W.1.1) (8.W.1.3)</li> </ul> <p><b>Listening, Viewing and Speaking Skills-</b></p>

Unit Six Resources	Grammar, Word Study & Vocabulary:
<p><b>Student Resources-</b></p> <p>Stories drawn from:</p> <p>Sixteen: Short Stories by Outstanding Writers for Young Adults (Gallo, ed, ISBN: 978-0440977575)</p> <p>American Street: A Multicultural Anthology of Short Stories (Mazer,ed., ISBN 978-0892551910)</p> <p>Thirteen: Thirteen Stories that Capture the Agony and Ecstasy of being 13 (Howe, ed., ISBN 978-1416926849) Has been previously purchased for all buildings.</p> <p>Articles (focusing on contemporary problems and issues) drawn from available resources:</p> <p>Newspapers, magazines, online resources</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Apply an understanding of introduced Greek or Latin roots, 8<sup>th</sup> Grade Prefixes and Suffixes to infer the meaning of unfamiliar words (8.R.1.1, 8GWV.5.1)</li> <li>• Demonstrate proper use of spell and grammar check (8.GWV.2.1)</li> <li>• Edit their writing for: correct use of punctuation in a variety of sentence structures including compound and complex sentences; subject-verb; appropriate tense *.GWV.1.1, 8.GWV.2.1)</li> <li>• Analyze their own written work and that of published authors for effective and ineffective use of sentence fragments (8.GWV.1.1)</li> <li>• Explore the appropriate use of modifiers (8.GWV.1.1)</li> <li>• Students will identify and incorporate adverbs in the writing process (8.W.2.2)</li> </ul>
<p><b>Teacher Resources-</b></p> <p>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction (Keene, Zimmermann, ISBN: 978-0325010359)</p> <p>I Read It but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani, ISBN: 978-1571100894)</p> <p>Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12 (Tovani, 978-1571103765)</p>	<p><b>Evidence &amp; Assessments</b></p> <p><b>Student Evidence-</b></p> <p>Artifacts that may include but are not limited to the following:                  Student Reading Logs &amp; Responses                  Student Journals                  Assigned Graphic Organizers                  Posters                  Presentations</p> <p>Writer's Notebooks</p> <p><b>Assessment-</b></p> <p>Complete Qualitative Reading Inventory 4 Assessment</p>