Unit Name: 8TH Grade Unit 1 Launching the Reader's/Writer's Notebook and Independent Reading

Approximate instructional days: *(How many days for instruction and how many for summative assessment?) **Please note: While there are eighteen distinct lessons for this unit, students may need additional time, practice and support. This unit of study is intended to span eight to ten weeks. ***

Standards Covered in Unit RL 8.3, 8.4, and 8.5 (Reading Literary) W 8.3, 8.8, 8.10 (Writing) SL 8.1 (Speaking and Listening) L 8.5 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading) **RL.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.	1. Students will be able to analyze dialogue and conflict in a story or drama. 2. Students will be able to analyze the action while revealing character traits that provoke decisions.	1. Dialogue 2. Dialect 3. Characterization 4. Pacing 5. Reflection 6. Inquiry 7. Rebuttal 8. Consensus 9. Open Argument	In this unit, students investigate the Essential Question: **What makes a book a great read?** Supporting Questions to help students address the Essential Question include the following: • Should people reread books? • How can examining books closely lead to new insight and understanding about writing? • How do authors write great stories in ways that are
RL.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.	1. Students will be able to determine the meaning of words and phrases by analyzing the text. 2. Students will be able to analyze figurative and connotative meaning to determine the impact of specific words. 3. Students will be able to analyze authors choice in words to understand	1. Figurative Language 2. Connotation 3. Connotative 4. Analogy 5. Imagery 6. Tone 7. Allusion 8. Verbal Irony 9. Word Choice 10. Connotation	

RL.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.	purpose, meaning, tone, and analogies. 4. Students will be able to compare and contrast allusions of word choice to other texts. . 1. Students will be able to analyze the difference in structure of multiple texts. 2. Students will investigate the structure of each text to understand the meaning and style.	11. Figurative Speech 12. Allusion 13. Transition 1. Plot structure 2. Conflict 3. Flashback 4. Flashforward 5. Climax 6. Resolution 7. Rising/Falling action 8. Context 9. Point of View 10. Significance 11. Impact	engaging and effective? • How can reflecting on books help develop my individual reading identity? • How can reviewing *great reads* help me become a better writer? By exploring this inquiry, students are introduced to Reader's/Writer's Workshop. The inquiry supports creating a culture of reading that will sustain student reading goals throughout the subsequent units, as students continue to choose books for independent reading throughout the year.

(Writing) **W.8.3:**	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	1. Students will be able to engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Students will be able to use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 3. Students will be able to 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. 4. Students will be able to	1. Context 2. Point of View 3. Significance 4. Impact 5. Word Choice 6. Connotation 7. Figurative Speech 8. Allusion 9. Transition	

		use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 5. Students will be able to provide a conclusion that follows from and reflects on the narrated experiences or events.		
W.8.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	1. Students will be able to research, reflect and revise in the writing process. 2. Students will be able to write given tasks of purpose keeping in mind of their audience.	1. Nonfiction 2. Historical Fiction 3. Science Fiction 4. Graphic Novel 5. Novel in verse 6. Genre	
(Speaking and Listening) **SL.8.1:**	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	1. Students will be able to effectively collaborate in discussions and or groups on topics, texts and issues to build ideas. 2. Students will be able to effectively collaborate in	1. Mentor text 2. Annotate 3. Inference	

		discussions and or groups on topics, texts and issues while expressing their own ideas clearly. 3. Students will be able to 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. 4. Students will be able to follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
(Language)	Demonstrate understanding of figurative language,	1. Students will be able to interpret figures of speech (e.g. verbal irony, puns) in	1.Figurative Language 2.Connotation 3.Connotative	

L.8.5:	word relationships, and nuances in word meanings.	context. 2. Students will be able to use the relationship between particular words to better understand each of the words. 3. Students will be able to distinguish among the connotations (associations) of words with similar denotations (definitions).	4.Analogy 5.Imagery 6.Tone 7.Allusion 8.Verbal Irony 9.Word Choice 10.Connotation 11.Figurative Speech 12. Allusion 13. Transition	
Print Resources	Click on the links below to view mentor texts, resources and lessons to print.			
Digital Resources	8th Grade ELA Units - Google Docs 8th Grade Launching the Reader's/Writer's Notebook and Independent Reading: Suggested Lessons - Google Docs			
Summative Assessment	Return to book lists in the readers/writers notebook. Add to lists and/or create new lists based on books that students' have talked about that they'd like to read if they're in the mood for the various categories. Students should be able to choose a new book and reflect on why it's a good fit for them for a particular reason. They may complete a short reflection in writing, through one-on-one conferences, or verbally in a platform like flipgrid to reflect on what book they are choosing next and why. This may happen at any point in the unit, or throughout the school year, when students are ready to choose a new book; it does not need to be saved until the end. **Writing Summative Assessment:** Students will turn in their final drafts of the narrative storyboard. Prompt: Our Driving Question for this Unit was "What Makes a Book a 'Great Read'?" Through investigating this question, you created a narrative storyboard inspired by "great reads". In this narrative storyboard, you have included dialogue, description, and an effective sequence. Finally, you gave the reader enough information about the book's plot, characters, and/or conflict to help them feel connected to your story. As you've worked throughout the unit, you took notes, spoke with other students, gave book talks, and wrote quick writes. Turn this writing in with your final draft to show how your writing has grown from beginning to end. **8th Grade Launching Writing Summative Assessment Rubric.**			

Unit Name: 8th Grade Unit 2 Informational Reading and Writing

Approximate instructional days: *(How many days for instruction and how many for summative assessment?) Please note: While there are sixteen distinct lessons for this unit, students may need additional time, practice, and support. This unit of study is intended to span eight to ten weeks.*

Standards Covered in Unit RI 8.1, 8.2, 8.3, 8.6, 8.7, 8.9, and 8.10(Reading Informational) W 8.2, 8.4, 8.7, and 8.8 (Writing) SL 8.2, 8.5 and 8.6 (Speaking and Listening) L 8.2, and 8.6 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading) **RI.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.	1. Students will be able to cite evidence and support the analysis of what the text says explicitly. 2. Students will be able to make inferences of the text and what it says from analyzing it.	1. Explicitly 2. Podcast 3. Format 4. Sustainability 5. Tone 6. Infographic 7. Implicit 8. Explicit 9. Annotation 10. Podcast 11. Interview 12. Monologue 13. Rhetorical 14. Register 15. Host 16. Panel 17. Interpretation 18. Message 19. Claim 20. Conclusion	Students will explore and examine a collection of mentor texts to build a schema on how informational texts can be used. They will merge project-based learning with digital media analysis as they research their own sustainability issue. Students will ultimately craft their own podcast to inform their community about a sustainability concern they are interested in. **Essential Question: How can we contribute to the**

RI.8.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	1. Students will analyze the text and development to determine the central idea over the course of the reading. 2. Students will be able to give a summary of the text providing an objective. 3. Students will use supporting ideas while analyzing the text.	1. Claim 2. Challenge 3. Conflict 4. Refute 5. Dash 6. Ellipses 7. Infographic 8. Sustainability	**sustainability of our planet?** Supporting Questions include the following: • How can we leverage podcasts to reach a broader audience? • How do we research our topic and ensure we are relying on valid and credible sources?
RI.8.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	1. Students will be able to analyze the text and how it makes connections through comparisons, analogies or categories.	1. Sustainability 2. Infographic 3. Explicit 4. Annotation 5. Tone 6. Implicit 7. Comparisons 8. Analogies 9. Categories	• How do writers interact with other points of view? • How can we craft our message using credible sources? • How do our writerly moves affect our message?
RI.8.6:	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.	1. Students will be able to determine the author's point of view/purpose. 2. Students will be able to analyze the authors point of view to determine how the	1. Claim 2. Challenge 3. Conflict 4. Refute	• How can we collaborate in groups in order to create a high-quality product?

		author acknowledges and responds to conflicting evidence or viewpoints.		
RI.8.7:	Evaluate the advantages and disadvantages of using different mediums.	1. Students will be able to evaluate advantages and disadvantages of print or digital text, video, multimedia in order to present a specific topic or idea.	1. Sustainability 2. Infographic 3. Explicit 4. Annotation 5. Tone 6. Implicit 7. Rhetorical 8. Register 9. Host 10. Panel 11. Podcast 12. Interview 13. Monologue	
RI.8.9:	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.	1. Students will be able to analyze two or more texts to determine the conflicting information on a topic. 2. Students will be able to identify whether of not the text disagrees on the topic or fact/interpretation.	1. Interpretation 2. Message 3. Claim 4. Conclusion	

RI.8.10:	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.	1. Students will be able to read and comprehend literary nonfiction at grade level independently.	1. Fact 2. Opinion	
(Writing) **W.8.2:**	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	1. Students will be able to write informative texts while examining a topic in order to convey ideas, concepts and information. 2. Students will be able to 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 aid comprehension. 3. Students will be able to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 4. Students will be able to use appropriate and varied transitions to create cohesion and clarify the	1. Informative writing 2. Explanatory text 3. Ideas 4. Categories 5. Formatting	

		relationships among ideas and concepts. 5. Students will be able to precise language and domain-specific vocabulary to inform about or explain the topic. 6. Students will be able to establish and maintain a formal style. 7. Students will be able to provide a concluding statement or section that follows from and supports the information or explanation presented.		
W.8.4:	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 1–3.)	1. Students will be able to produce a clear writing which is coherent. 2. Students will be able to develop, organize and style their writing according to task, purpose and audience.	1. Organization 2. Writing Process 3. Purpose 4. Audience	

W.8.7:	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.	1. Students will be able to complete short research projects and answer questions to develop questions on a specific topic. 2. Students will use several sources to develop focused questions a specific topic to develop multiple views.	1. Reliable 2. Sources 3. Bias 4. Credibility 5. Segment 6. Structure 7. Rhetorical 8. Craft moves 9. Transitions	
W.8.8:	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.	1. Students will be able to collect relevant information from multiple sources using effective search terms. 2. Students will be able to assess accuracy and credibility of each source researched. 3. Students will be able to quote or paraphrase data and conclusions when analyzing the information. 4. Students will know what plagiarism is and apply a format for citing text.	1. Reliable 2. Sources 3. Bias 4. Credibility	

(Speaking and Listening) SL.8.2:	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.	1. Students will be able to analyze the purpose of information. 2. Students will be able to analyze the purpose of information in multiple formats of media.	1. Fact 2. Opinion	
SL.8.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	1. Students will be able to visually display presentation to clarify information and strengthen claims and evidence while adding interest.	1. Audio 2. Editing 3. Mixing 4. Podcast 5. Format 6. Sustainability 7. Infographic	
SL.8.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)	1. Students will be able to apply formal English when indicated and appropriate.	1. Audio 2.Editing 3.Mixing	

(Language) L.8.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Students will be able to apply conventions to writing Using punctuation (comma, ellipsis, dash) to indicate a pause or break. 2. Students will be able to use an ellipsis to indicate an omission. c. Spell correctly.	1. Jargan 2. Ellipsis 3. Dash 4. Conventions	
L.8.6:	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.	1. Students will be able to acquire and use accurate grade appropriate domains.	1. Domain specific words	
Print Resources	Click on the links below to view mentor texts, resources and lessons to print.			
Digital Resources	[8th Grade ELA Units - Google Docs](#) https://docs.google.com/document/d/1-_39cwEHfY-hM5twLJdsgZNmNMjJihSWFCehlewLy4c/edit?usp=sharing (Lesson Plans)			

Summative Assessment	The summative assessment includes the group podcast project and on-demand individual piece. All of the prompts, scaffolds, and rubrics can be found in the [8th Grade Informational: Get Ready/Do/Done Podcast Overview and Individual Writing Overview](#) document.

Unit Name: 8th Grade Unit 3 Literature Reading and Analysis

Approximate instructional days: *(How many days for instruction and how many for summative assessment?)* ****Please note: While there are fourteen distinct lessons for this unit, students may need additional time, practice and support. This unit of study is intended to span eight to ten weeks. ****

Standards Covered in Unit RL 8.1, 8.2, 8.6, 8.7, 8.9 and 8.10 (Reading Literacy) W 8.9 (Writing) SL 8.4 (Speaking and Listening) L 8.4 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading) **RL.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.	1. Students will be able to cite textual evidence that will strongly support analysis of what the text says explicitly. 2. Students will be able to make inferences from the text using the evidence to support it.	1. Traditional Literature 2. Context 3. Underrepresentation 4. Relevance 5. Explicit 6. Inference 7. Theme 8. Central Idea 9. Annotation	Students will explore the role of cultural representation through both informational and literary reading. They will analyze texts surrounding the issue. They will develop their knowledge and thinking around the Essential Question: **What makes a story worth telling/retelling?** Supporting questions include the following:
RL.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	1. Students will be able to analyze the text and development over the course of the unit to determine the theme/central idea. 2. Students will be able to make connections by analyzing the text	1. Explicit 2. Inference 3. Theme 4. Central Idea 5. Annotation 6. Evidence	• Who decides whose stories get told? • How do we recognize when there are voices missing or underrepresented? • How does the context affect how an audience

	summary of the text.	of the characters, setting, and plot. 3. Students will be able to create an objective summary of the text from connections and discovering the theme.		reads/views a story? • What ideas and themes from classic/traditional literature endure and have relevance today? Which details get outdated?
RL.8.6:	Analyze how differences in the points of view of the characters and the audience or reader.	1. Students will be able to analyze the multiple point of views characters, audience or reader have and compare and contrast them. 2. Students will be able to analyze view points through the use of dramatic irony 3. Students will analyze how the author creates such effects as suspense or humor.	1. Archetype 2. Point of View (characters/audience/reader) 3. Effects (suspense, humor, dramatic, irony…) 4. Authors Purpose 5. Evidence 6. Analyze	

RL.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.	1. Students will be able to analyze film or live productions of a story or drama to compare and contrast it to the text or script. 2. Students will be able to evaluate directors and actors choices when comparing and contrasting the production to the text.	1. Adaptations	
RL.8.9:	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.	1. Students will be able to analyze modern work to identify how themes, events or character types are rendered new from myths, traditional stories or religious works. 2. Students will be able to analyze patterns of events in modern work to describe how material is rendered new.	1. Themes 2. Patterns of Events 3. Character Types	

RL.8.10:	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.	1. Students will be able to read and comprehend literature including stories, dramas and poems at grade level.	1. Review vocabulary	
(Writing) **W.8.9:**	Draw evidence from literary or informational texts to support analysis, reflection, and research.	1. Students will be able to find evidence from literary or information texts to support their analysis or reflection. 2. Students will be able to 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").	1. Theme 2. Central idea 3. Evidence 4. Bias 5. Tone 6. Claim 7. Tone Impact	

(Speaking and Listening) **SL.8.4:**	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.	1. Students will be able to present claims and findings by providing evidence that is relevant and focused. 2. Students will be able to speak valid reasoning from details and findings. 3. Students will be able to show eye contact, adequate voice volume and clear pronunciation when presenting.	1. Claims 2. Salient Points 3. Focus 4. Evidence 5. Reasoning 6. Details 7. Speaking Traits (eye contact, voice…)	
(Language) **L.8.4:**	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.**	1. Students will be able to determine or clarify the meaning of unknow and multiple meaning words in the text by using a variety of reading strategies. 2. Students will be able to use context to provide the overall meaning of a sentence or paragraph; a word's position or function in a sentence as well as a clue to the meaning of a word or phrase. 3. Students will be able to use	1. Traditional Literature 2. Context 3. Underrepresentation 4. Relevance 5. Affixes 6. Roots 7. Clarify	

	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).	common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word 4. Students will be able to 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. 5. Students will be able to 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).		
Print Resources	Click on the links below to view mentor texts, resources and lessons to print.		
Digital Resources	8th Grade ELA Units - Google Docs		

	https://docs.google.com/document/d/1Lxp_lgYZ3Wl-i0yh62vhPobVBv8YyBs-rc53yMM8JpM/edit?usp=sharing (Lesson Plans)
Summative Assessment	Students will select a fairy tale/folktale/fable and create a written analysis of the tale. Then, students will select applicable portions of their written analysis to use during a simulated focus group presentation. Single point rubrics can help guide feedback and reflection for this assessment.

Unit Name: 8ᵗʰ Grade Unit 4 Argument Reading and Writing

Approximate instructional days: *(How many days for instruction and how many for summative assessment?)* ****Please note: While there are nineteen distinct lessons for this unit, students may need additional time, practice and support. This unit of study is intended to span eight to ten weeks. ****

Standards Covered in Unit RI 8.4, 8.5 and 8.8 (Reading Informational) W 8.1, 8.5, 8.6 and 8.8 (Writing) SL 8.3 (Speech and Listening) L 8.1 and 8.3 (Language)

Standard	Learning Objectives (per standard)	Success Criteria	Academic Vocabulary	Essential Question(s)
(Reading) **RI.8.4:**	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.	1. Students will be able to determine the meaning of words in the text and analyze the impact of specific word choices to understand the meaning and tone. 2. Students will be able to compare and contrast word choices and the allusions to other texts by identifying figurative, connotative and technical meanings.	1. Figurative 2. Connotative 3. Technical Meanings 4. Word Choice 5. Tone 6. Analogies 7. Allusions	Purpose: Students engage in a project based learning unit that centers on the **Essential Question:** What should we do about the spread of misinformation? Supporting questions include: • What is misinformation and why is it a problem? • How do we verify credibility? • What can we do about misinformation in our community? • How can we convince our
RI.8.5:	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.	1. Students will be able to analyze the structure of a specific paragraph in the text. 2. Students will be able to analyze particular sentences in developing a key concept	1. Collaboration 2. Fake News 3. Civil Society 4. Algorithm 5. Disinformation 6. Stance 7. Rebuttal	

RI.8.8:	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.	within the text. 1. Students will be able to portray and evaluate arguments using specific claims in the text as evidence. 2. Students will assess reasoning and determine whether evidence is relevant and sufficient.	8. Counterargument 9. Misinformation 10. Inquiry 11. Empathy 12. Audience 1. Evidence (relevant and irrelevant) 2. (review vocabulary above)	community to respond to misinformation? • How can we convince our community to take action on misinformation? • How can we engage our community in solutions to misinformation?
(Writing) **W.8.1:**	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	1. Students will be able to write arguments to support claims and provide clear reasons with relevant evidence. 2. Students will be able to introduce claims and distinguish the claims from opposing claims. 3. Students will be able to organize reasons and evidence logically. 4. Students will be able to support claims using accurate, credible sources and an understanding of	1. Exhibition 2. Claims 3. Opposing Claims 4. Reasons 5. Phrases 6. Clauses 7. Counterclaims	

	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.	their topic. 5. Students will be able to use phrases and clauses to create clarifying relationships with claims, counterclaims, reasons and evidence. 6. Students will be able to maintain formal academic style when presenting. 7. Students will be able to provide concluding statements that support their argument.	
W.8.5:	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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)	1. Students with guidance will be supported from peers and adults to develop and strengthen writing. 2. Students will be able to complete the writing process to strengthen their writing skills. 3. Students will be able to receive feedback on how well purpose and audience have been addressed.	1. Exhibition 2. Writing Process 3. Authors Purpose 4. Audience

W.8.6:	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.	1. Students will be able to use technology to produce and publish writing. 2. Students will be able to present relationship information and ideas while collaborating with others.	1. Exhibition 2. Commercial Internet 3. Social Media Platforms 4. Government Regulations 5. Publish Writing	
W.8.8:	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.	1. Students will be able to gather relevant information from multiple sources by using search terms effectively. 2. Students will be able to assess the credibility and accuracy of each source. 3. Students will be able to quote or paraphrase data and conclusions of others avoiding plagiarism.	1. Data analysis 2. Citation 3. Credibility 4. Claim 5. Evidence 6. Reasoning	
(Speaking and Listening) SL.8.3:	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.	1. Students will be able to portray a speakers argument and claims while evaluating the reasoning and relevance from the evidence.	1. Stance 2. Rebuttal 3. Counterargument 4. Misinformation 5. Inquiry 6. Empathy 7. Audience 8. Data analysis 9. Citation 10. Credibility 11. Claim	

			12. Evidence 13. Reasoning	
(Language) **L.8.4:**	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	1. Students will be able to determine or clarify the meaning of unknow and multiple meaning words in the text by using a variety of reading strategies. 2. Students will be able to use context to provide the overall meaning of a sentence or paragraph; a word's position or function in a sentence as well as a clue to the meaning of a word or phrase. 3. Students will be able to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word 4. Students will be able to 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. 5. Students will be able to 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).	1. Exhibition 2. Affixes 3. Roots 4. Suffixes 5. Parts of Speech	

	phrase (e.g., by checking the inferred meaning in context or in a dictionary)			
Print Resources	Click on the links below to view mentor texts, resources and lessons to print.			
Digital Resources	8th Grade ELA Units - Google Docs https://docs.google.com/document/d/1khaA5VUFqYQkf-9b9QS4LXvB9N9bx54iyyR8jJBrXO0/edit?usp=sharing (Lesson Plans)			
Summative Assessment	For the summative assessment, please see the Project Information Sheet and Project Rubric. Project: 8th Grade ELA Argument 2021 Pilot: Project Information Sheet and Rubric			