

Unit Plan by Prioritized Standards

Content Area	ELA	
Grade/Course	8th	
Unit of Study	Narrative/Literary	
Duration of Unit	9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address "supporting" standards in daily lesson plans)		
ELAGSE8RL1: Cite the <u>textual evidence</u> that most strongly <u>supports an analysis</u> of what the text says <u>explicitly</u> as well as <u>inferences drawn</u> from the text.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none">Practice careful and attentive reading by using annotations and identifying literary components of both assigned texts and independent text choicesRead a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjectsExhibit knowledge of what "analysis" means as compared to "summary," "paraphrase," or "argument from opinion" analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the literary elements (e.g., tone, diction, syntax, imagery, figurative language, plot construction, characterization)Annotate texts (both formally and informally) as you read in order to gather text evidence for claims and for analysesPractice reading texts within the prescribed time limit for grade-level expectations (for example, completing a 300 page book within the number of days delineated by your assignment)	<ul style="list-style-type: none">AnalyzeSupport analysisSupport reflection	2/2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> Exhibit knowledge of what “analysis” means as compared to “summary,” “paraphrase,” or “argument from opinion” 	<ul style="list-style-type: none"> How does the author’s diction create an atmosphere that mimics the inner turmoil of the main character. How does the author’s diction help to foreshadow what is about to take place? What can be inferred about the author’s feelings about the setting from the imagery he uses in his writing?
Essential Unit Vocabulary	
Diction, Syntax, Tone, Mood, Figurative Language, Imagery, Genre, Literary period, Style, Voice, Characterization, Plot, Explicit, Inferred, Evidence, Analysis, Rhetorical Elements	

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ELAGSE8RL4: 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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Evaluate and analyze the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example, the alliterative “p” in “the pitter patter of plopping droplets” evoking the sensory experience of rain.Readily identify and understand the impact of major types of figurative language as they are used in the text (for Eighth Grade: metaphor, simile, hyperbole, personification, and idioms)Understand the difference between analogy and allusion: an analogy uses one concrete example to make a point about another concept(for example, being on the internet is like driving a race car- it is fast and fun, but it can be dangerous if used incorrectly), while an allusion is an indirect reference to another literary work or well-known concept (for example, Randy was running for the office of mayor, and considered that little office in city hall to be Camelot)	<ul style="list-style-type: none">EvaluateAnalyzeSupport analysisSupport reflection	3/3

<ul style="list-style-type: none"> Review and understand the basics of poetic structure and language appropriate to Eighth Grade (lyric and narrative forms, including ballad, sonnet, ode, free verse, etc.) 		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> Be able to determine word meaning and the meaning of phrases as they are used in texts. Be able to analyze the impact of specific word choices on meaning and tone. 		<ul style="list-style-type: none"> Can you write a brief analysis of this poem and describe its audience, purpose, tone and mood? Can you rewrite this poem and replace any figurative language in it with concrete language that is synonymous with the figurative terms? How did replacing any figurative language in it with concrete language that is synonymous with the figurative terms change the audience, purpose, tone and mood of the poem?
Essential Unit Vocabulary		
Diction, metaphor, simile, personification, alliteration, allusion, idiom, hyperbole, onomatopoeia, symbolism, imagery, analogy, literal, figurative, concrete, rhythm, rhyme, rhyme scheme, meter, nuance, connotative, denotative, analyze		

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ELAGSE8RL10: By the end of the year, <u>read and comprehend</u> literature, including <u>stories, dramas, and poems</u>, at the high end of grades 6-8 text complexity band independently and <u>proficiently</u>.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Practice careful and attentive reading of both assigned texts and independent text choicesRead a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjectsUse annotation and note-takingRead within appropriate time frame for extended textChoose works from multiple genres, cultures, and literary periodsConsider keeping a notebook of texts read with notes, annotations, and any relevant student work producedUse self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)	<ul style="list-style-type: none">AnalyzeSupport analysisSupport reflection	2/2

<ul style="list-style-type: none">• Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)		
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">• Read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently.	<ul style="list-style-type: none">• What is your current Lexile level and your literacy goal?• Can you create a notebook which includes notes and personal commentary on each text you read?• Are you able to create “book cards” that give plot, setting, characters, author, publication details, personal review, and a summary of the text?	
Essential Unit Vocabulary		
Literary fiction informational non-fiction genre Claim plot setting character analysis Annotation evidence inference summary prosody		

Unit Plan by Prioritized Standards

Content Area	ELA and Reading	
Grade/Course	8th	
Unit of Study	Information/Explanatory	
Duration of Unit	9 weeks	
Insert a standard below (include code). CIRCLE or HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC8W4: Produce clear and coherent writing in which the development , organization , and style are appropriate to task , purpose , and audience . (Argumentative, Informative/Explanatory, and Narrative)		
Concepts (what students need to know)	Skills (what students must be able to do)	DOK Level / Bloom's
<ul style="list-style-type: none">• Understand writing process• Understand purpose for writing• Development• Organization patterns• Style• Task• Purpose• Audience• Thesis statement• Conclusion• Argumentative• Informative/Explanatory• Narrative	<ul style="list-style-type: none">• Produce writing• Develop ideas and use transition to create cohesion among characters and ideas• Organize well-crafted paragraphs	2/3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none">• Writing should be clear and coherent• Writing should be appropriate to the task• Writing should be appropriate to the purpose	<ul style="list-style-type: none">• Who is your audience? How will this impact your writing?• What will you use to organize your thoughts before you begin writing?	

- Writing should be appropriate to the audience

- What transitions will you include within and between paragraphs to help the reader?
- How can I develop writing that is appropriate to the genre, task, and audience?
- How can I organize writing that is appropriate to the genre, task, and audience?
- How can I demonstrate appropriate style for each piece of writing?

Essential Unit Vocabulary

Organizational structure prewriting transition drafting context editing audience
 genre purpose focus format

Unit Plan by Prioritized Standards

ELAGSE8W5

Content Area	ELA and Reading
Grade/Course	8th
Unit of Study	Informational/Explanatory
Duration of Unit	9 weeks

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (address “supporting” standards in daily lesson plans)

ELAGSE8W5: 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 Language standards 1–3 up to and including grade 8.)

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Develop/strengthen writing by <ul style="list-style-type: none"> • Planning • Revising • Editing • Rewriting • Trying new approaches Focus on degree to which purpose and audience are addressed	<ul style="list-style-type: none"> • Purpose • Audience • Writing process 	3/3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<ul style="list-style-type: none"> • Effective writing includes multiple steps. • Writing evolves between the first and last drafts. • Styles of admired writers should be emulated to broaden one's skill set and scope. • Sometimes it is better to start over when editing is not yielding the desired results. 	<ul style="list-style-type: none"> • What are the steps to the writing process? • What does it mean for writing to be effective? • Why is planning an essential first step of the writing process? • In what ways can writing evolve between the first draft and last? • How can admired authors' work be utilized to develop your own style? • What are some effective revision/editing strategies and how can they improve writing? 	

- The purpose of writing is to communicate clearly and effectively with one's intended audience.
- Guidance in writing comes from multiple sources, including others.

- What is the purpose of writing?
- What are acceptable resources to utilize when improving one's writing?

Essential Unit Vocabulary

Audience, purpose, peers, writing process, organization, development, planning, strategy, revising, conventions, grammar, editing, brainstorming, diction, drafting

Unwrapped Priority Standard

Content Area	ELA	
Grade/Course	8th	
Unit of Study	Narrative/Literary	
Duration of Unit	9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
a. Apply Eighth Grade 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 Eighth Grade 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”).		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Incorporate warranted commentary on how and why the author employs specific strategies (e.g., literary elements, rhetorical strategies, organizational ploys) to achieve desired effects• Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader when producing analysis of literary elements or rhetorical strategies in essay form• Maintain a focus on audience and purpose throughout	<ul style="list-style-type: none">• Organizational structure• Rhetorical strategies• Audience• Purpose• Commentary• Literary elements• Organizational ploys• Focus	3/3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<ul style="list-style-type: none"> • Authors employ multiple strategies to achieve a desired effect on audience or fulfill a set purpose. • Authors match organizational structure to set purpose. • Writing should engage a reader, set context, and focus on purpose and audience. 	<ul style="list-style-type: none"> • What rhetorical strategies are most applicable to informational and argumentative writing? • How does a writer set context? • How does a writer engage reader? • What impact does audience and purpose have on a writer's style?
Essential Unit Vocabulary	
Literary, precise, figurative language, rhetorical, diction, delineate, summary, syntax, evaluate, paraphrase, tone, rhetoric, analysis, imagery, claim	

Unwrapped Priority Standard

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC8SL4 Present claims and findings , emphasizing <u>salient points</u> in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use <u>appropriate eye contact</u> , <u>adequate volume</u> , and <u>clear pronunciation</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Work consistently towards becoming comfortable presenting to your peers and to adults• Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument• Adapt speech as necessary for formal and informal presentations	<ul style="list-style-type: none">• Understand that public speaking can be intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it.• Understand that formal and informal presentation require different types of speech	3/3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">• Everyone needs to be comfortable presenting to peers and adults• You should use your knowledge of argument construction when delivering an argument presentation• Different situations call for a different type of speech (formal vs. informal)		<ul style="list-style-type: none">• How do I prepare for a public presentation?• How do I emphasize salient points in a focused, coherent manner?• What is appropriate eye contact and adequate volume?

Essential Unit Vocabulary							
Pacing	Poise	Evidence	Fluency	Confidence	Logic	Diction	Coherence
Salient	Eye contact	Validity	Volume	Presence	Inflection	pronunciation	

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<p>ELACC8L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use <u>verbs</u> in the <u>active and passive voice</u>.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Correctly identify use verbs in a sentence• Correctly use active and passive voice• Demonstrate command of conventions when writing and/or speaking	<ul style="list-style-type: none">• Active voice• Passive voice	2/3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">• Writers and speakers understand when it is advantageous to use active voice, e.g., interviewing.• Writers use a variety of methods to engage a reader, e.g., varying sentence beginnings.		<ul style="list-style-type: none">• Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting?• How can you change this verb to make your writing more exact?• How can you change a sentence, making it active instead of passive?• What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?

	<ul style="list-style-type: none"> • How can you edit the sentence to make it correct in Standard English?
Essential Unit Vocabulary	
Verbal, gerund, participle, infinitive, passive voice, active voice, indicative, imperative, interrogative, conditional, subjective, Standard English, grammar, conventions	

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ELAGSE8L2: Demonstrate command of the conventions of standard English <u>capitalization, punctuation, and spelling</u> when writing		
a. Use punctuation (<u>comma, ellipsis, dash</u>) to indicate a pause or break.		
b. Use an <u>ellipsis</u> to indicate an omission.		
c. Spell correctly		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">Demonstrate correct use of punctuation (comma, ellipsis, dash) to indicate a pause or breakDemonstrate correct spelling including homophones	<ul style="list-style-type: none">Understand use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)Understand that ellipsis indicates an omissionUnderstand that a dash signals an abrupt pauseUnderstand that a comma indicates a brief pausehomophones	DOK Level 2/3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none">Messages/writing are only effective if communication is successfully achieved.Standards and conventions of English allow for successful communication between writer and reader, speaker and listener, etc.		<ul style="list-style-type: none">What punctuation would you use to set off a piece of information in this sentence?What punctuation should you use to let your reader know you have omitted some works or information.What would be a homophone for this word?
Essential Unit Vocabulary		

Conventions, clause, comma, phrase, ellipsis, dependent clause, capitalization, dash, coordinating conjunction, punctuation, hyphen, subordinating conjunction, independent clause

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ELAGSE8L4: Determine or clarify the meaning of unknown and <u>multiple-meaning words</u> or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.		
a. Use context (e.g., the overall meaning of a sentence or paragraph; word’s position of function in a sentence) as a <u>clue</u> to the meaning of a word or phrase.		
b. Use common, grade-appropriate <u>Greek or Latin affixes and roots</u> as clues to the meaning of a word (e.g., precede, recede, secede).		
c. Consult general and specialized <u>reference materials</u> (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).		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none">• Use Greek or Latin affixes and roots to correctly determine meaning of a word• Use context of a sentence to correctly determine meaning of a word• Consult reference materials to find correct pronunciation, part of speech, and precise meaning of a word• Verify preliminary determination of word meaning using context clues and/or a dictionary	<ul style="list-style-type: none">• Understand Greek and Latin affixes• Understand textual clues in a sentence (similar, opposite, explanation)• Understand how to use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital• Understand context clues for word meaning	DOK Level 2/3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> • Specialized dictionaries, thesaurus, etc. are helpful when determining how a word is used in a text, either as a reader or a writer. • Readers can determine the meaning of an unknown word using parts of the word that are known and/or context clues in the sentence 	<ul style="list-style-type: none"> • What should you do when you come to a word you don't understand in a text? • What is the main idea of this sentence and does it help you understand an unfamiliar word in the sentence? • How can a word that is similar or opposite of the unfamiliar word help you determine meaning? • How does knowing the root meaning help you identify a word? • How does knowing the meaning of a prefix or suffix help you identify a word? • What is the purpose of a thesaurus? • What words near an unfamiliar word help you determine meaning?
Essential Unit Vocabulary	
Definition, context, etymology, thesaurus, dictionary, Greek root, Latin root, inference	