

Unit 4/Concept 1

Grade 8 ELA Grade 8 ELA

Start Date: April 14, 2014

End Date : June 03, 2014

<p>Unit Overview Research</p>	<p>Content Elaborations</p> <p>Reading (I): The reader is able to separate the text into parts for individual study and look for evidence that helps the author convey the intended message to the audience. The reader is also tracing the development of the central idea and its relationship to supporting ideas. An author may develop a central idea by making connections in text among and between individuals and events. The reader understands that both print and non-print media can be used to present a message, perspective and/or argument. When presenting a particular topic or idea, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</p> <p>Writing: The writer is able to develop complete, logically sequenced text with relevant, credible evidence and detail while critically acknowledging opposing claims. This evidence can be in the form of facts, examples, details, and or statistics and should be presented logically so that writers can clarify relationships between and among ideas. Writers should apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of</p>	<p>Unit Resources</p> <p>Lesson 1: Resource Manager pg. 123-127 IS: Brain storm/discussion</p> <p>Lesson 2: "Basic Blues: An American Art Form" (pg. 184-185) "Musicians Know the Blues Firsthand" (pg. 186-187) IS: Graphic organizer</p> <p>Lesson 3: Student selected, teacher approved sources and student work samples</p> <p>Lesson 4: Student selected, teacher approved sources and student work samples</p> <p>Lesson 5: Student selected, teacher approved sources and student work samples</p> <p>Lesson 6: Student selected, teacher approved sources and student work samples</p> <p>Lesson 7: Student selected, teacher approved sources and student work samples</p> <p>Lesson 8: Student culminating task work</p>
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revision and refinement of text that clarifies the intended meaning, and enhances word choice, unity, and the coherence of thoughts, ideas, and details. They also should exhibit a purpose-driven format as well as acknowledgment of sources and graphics, including the Internet, to enhance and validate the final product. Writers can activate prior knowledge and then engage in the process of inquiry and research and encounter and gather new and relevant information, assessing whether the evidence is sound and recognize when it is irrelevant. Writers develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources.

Speaking and Listening: Effective speakers prepare for a speech by considering audience and purpose. They develop an awareness which helps the speaker to compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner and to promote active audience engagement.

Language: The focus is the understanding that knowing and using writing conventions and grammatical structures help students communicate clearly and concisely. Language

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	conventions are understood and applied in oral, auditory, written or viewed expression. Understanding author's choice of words is crucial for comprehension of text.	
Unit Vocabulary See words associated with the selection.	Enduring Understandings (Big Ideas) Lesson 1: How do researchers determine areas of study and generate relevant questions to begin the research process? Lesson 2: How do researchers analyze multiple texts in order to develop a single argument about a topic or issue? Lesson 3: How does the Big 6 Framework support the research process? Lesson 4: How do researchers collect and organize relevant information from credible sources to support a claim? Lesson 5: How do writers determine a purpose and audience to present information from various sources? Lesson 6: How do writers determine a writing style to enhance their work? Lesson 7: How do researchers/writers cite sources to avoid plagiarism?	Connections

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	Lesson 8: How do writers collaborate with a variety of audiences to revise, edit, and publish their work?	
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Standards

CC_ Common Core State Standards - English Language Arts/Literacy (2010) - Grade 8 English Language Arts

Strand CCSS.ELA-Literacy.R.8 Reading

CCSS.ELA-Literacy.RI.8 Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Integration of Knowledge and Ideas

Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade Level Standard CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Grade Level Standard CCSS.ELA-Literacy.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.

Strand CCSS.ELA-Literacy.W.8 Writing

Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade Level Standard CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

Grade Level Standard CCSS.ELA-Literacy.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.

Production and Distribution of Writing

Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor Standard W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade Level Standard CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade Level Standard CCSS.ELA-Literacy.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 purpose and audience have been addressed.

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Grade Level Standard CCSS.ELA-Literacy.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.

Research to Build and Present Knowledge

Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

Anchor Standard W.CCR.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 tasks, purposes, and audiences.

Grade Level Standard CCSS.ELA-Literacy.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.

Strand CCSS.ELA-Literacy.SL.8 Speaking and Listening

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Anchor Standard SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Grade Level Standard CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strand CCSS.ELA-Literacy.L.8 Language

Conventions of Standard English

Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade Level Standard CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade Level Standard CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

Anchor Standard L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade Level Standard CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

Anchor Standard L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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Grade Level Standard CCSS.ELA-Literacy.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.

Student Assessment NWEA Map (Benchmark) STAR/AR Assessments during research	Unit Reflection
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Content	Skills	Assessment
A. Research Manager pg.123-127 B. "Basic Blues: An American Art Form" and "Magicians Know the Blues Firsthand" C. Student selected and teacher approved sources and student work samples D. Student selected and teacher approved sources and student work samples E. Student selected and teacher approved sources and student work samples F. Student selected and teacher approved sources and student work samples G. Student selected and teacher approved sources and student work samples H. Student culminating task work	A. Research Manager pg.123-127 1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W8.7 2. Engage effectively in a range of collaborative discussions with diverse partners on grade level topics, text, and issues, building on others ideas and expressing their own clearly. SL8.1 3. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. SL8.2 B. "Basic Blues: An American Art Form" and "Magicians Know the Blues Firsthand" 1. 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. W8.8 2. 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. RI8.8 3. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the text disagree on matters of fact or interpretation. RI8.9 4. Write arguments to support to claims with clear reasons and relevant evidence. W8.1	

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| | <p>C. Student selected and teacher approved sources and student work samples</p> <ol style="list-style-type: none">1. <p>D. Student selected and teacher approved sources and student work samples</p> <ol style="list-style-type: none">1. Write arguments to support to claims with clear reasons and relevant evidence. W8.1 <p>E. Student selected and teacher approved sources and student work samples</p> <ol style="list-style-type: none">1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W8.4 <p>F. Student selected and teacher approved sources and student work samples</p> <ol style="list-style-type: none">1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W8.4 <p>G. Student selected and teacher approved sources and student work samples</p> <ol style="list-style-type: none">1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W8.42. 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. W8.8 <p>H. Student culminating task work</p> <ol style="list-style-type: none">1. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or try a new approach, focusing on how well purpose and audience have been addressed. W8.5 | |
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