

ELA 8 Curriculum Map 2020-2021

Start the Year and Reflection on Independent Reading

Timeline: 6 weeks-September through Mid-October

Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Essential Standards: R2, R4, R5 W4,</p> <p>Additional Standards: R1, R3, R5, R9, W2</p> <p>SL1, SL2, SL6</p> <p>L3, L4, L6</p>	<ul style="list-style-type: none"> ● Understanding of Genre ● Identification of Literary Terms ● Identification of Theme ● Characterization in Narrative Writing ● Summary of Narrative Writing ● Writing About Reading ● Use of the Writing Process ● Reader Choice and Independence ● Protocols for Class Discussion & Partnerships. 	<p>Reading:</p> <ul style="list-style-type: none"> ● Annotate text to support understanding ● Identify character traits ● Identify the best possible theme of a story and support it with relevant text evidence. ● Summarize narrative writing ● Establish successful reading habits ● Evaluate literary elements of books read independently ● Read independently ● Respond to a text read aloud and independently ● Establish time management skills for independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence ● Use content-specific vocabulary and precise language to support a claim ● Summarize and analyze independent reading ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Establish protocols to participate in partner discussions ● Discuss reading with peers and adults 	<p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Short Reads:</p> <ul style="list-style-type: none"> ● Excerpt from <i>The Red Pyramid</i> ● “All Titanic Passengers Saved Liner Gashed but All Are Rescued” ● Excerpt from <i>The Ear, The Eye and The Arm</i> <p>Teacher Resources: <i>Notice and Note Signposts: Strategies for Close Reading</i> by Kyleene Beers and Robert E Probst (Parts 2 & 3)</p> <p><i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Ch 2 & 5)</p> <p><i>Narrative Reading Learning Progressions from Units of Study for Teaching Reading with Fountas & Pinnell Benchmark Learning Questions</i></p> <p><i>Units of Study in Writing, Unit 2, Gr. 7, Writing About Reading: From Reader’s Notebooks to Companion Books</i></p>	<ul style="list-style-type: none"> ● Pre-Assessment (Writing About Reading) and Quarterly Reading Checks ● Baseline Reading Check ● Constructed responses based on student IR books ● Reading Comprehension Quizzes/Tests ● Reading notebook entries and portfolio ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions <p>Final Unit Assessment: Independent Reading Reflection Portfolio</p>

ELA 8 Curriculum Map 2020-2021

Dystopian Book Clubs				
Timeline: 5 Weeks-Mid-October through End of November				
Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Essential Standards: R1,R2, R3 W1, SL1</p> <p>Additional Standards: R4, R5, R9, W2</p> <p>SL1, SL2, SL3, SL6</p> <p>L1, L2, L3, L4,L5, L6</p>	<ul style="list-style-type: none"> ● Understanding of Dystopian Genre ● Author’s Craft ● Textual Evidence and Inferences ● Development of Theme ● Characterization in Narrative Writing ● Writing About Reading ● Protocols for Group Work 	<p>Reading:</p> <ul style="list-style-type: none"> ● Analyze how setting can contribute to overall meaning and author’s purpose ● Identify and analyze aspects of author’s craft and purpose ● Identify significant details and literary elements independently ● Identify claims, text evidence, and analysis to link evidence to claim ● Identify character traits/make inferences ● Analyze the development of the theme of a story. ● Respond to a text read independently ● Evaluate written responses to reading, based on established criteria ● Develop and monitor time management skills for reading <p>Writing:</p> <ul style="list-style-type: none"> ● Make a claim and support it with relevant text evidence, demonstrating an understanding of the topic or text ● Use content-specific vocabulary and precise language to support a claim ● Cite reliable sources ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Establish protocols to participate in small group discussions with peers ● Discuss reading with peers and adults 	<p>Book Club Choices: <i>Uglies</i> by Scott Westerfeld <i>Gathering Blue</i> by Lois Lowry <i>The City of Ember</i> by Jeanne DuPrau <i>Among the Hidden</i> by Margaret Peterson Haddix <i>Matched</i> by Allie Condie</p> <p>Short Read Selections:</p> <ul style="list-style-type: none"> ● “A Guide to Ancient Sites” ● Excerpt from <i>The Hunger Games: Mockingjay</i> <p>Read Aloud: <i>The Hunger Games</i> by Suzanne Collins</p> <p>Teacher Resources” <i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Ch 9)</p> <p><i>Units of Study in Writing, Unit 2, Gr. 7, Writing About Reading: From Reader’s Notebooks to Companion Books</i></p> <p>Released Questions/Answers from the NY State 3-8 ELA Exam, EngageNY</p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Writing About Reading) and Quarterly Reading Checks ● Constructed responses based on <ul style="list-style-type: none"> ○ Book club books ○ Shared Reading Passages ● Reading Comprehension Quizzes/Tests ● Reading notebook entries ● Teacher-Student conferences ● Formative “Ticket Out the Door” questions <p>Final Unit Assessment:</p> <ul style="list-style-type: none"> ● Post- Assessment (Writing About Reading)

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Investigative Journalism				
Timeline: 4 Weeks-End of November through End of December				
Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Essential Standards: R8, W2, W6, SL2</p> <p>Additional Standards: R1,R2, R3 SL1, SL3, SL4, SL5, SL6 L1, L2, L5, L6</p>	<ul style="list-style-type: none"> ● Research skills ● Nonfiction Text Features ● Logical Fallacies ● Supporting a Claim with Valid Evidence ● Writing to relay information ● Protocols for Group and Partner Work 	<p>Reading:</p> <ul style="list-style-type: none"> ● Delineate and evaluate the claims in a text, assessing whether the reasoning is valid ● Research current issues ● Determine importance of details ● Annotate text to support understanding ● Monitor time management skills for independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Emulate author’s craft of established journalists ● Use narrative to engage readers ● Make a claim and support it with relevant text evidence, demonstrating an understanding of the topic or text ● Use content-specific vocabulary and precise language to support a claim ● Cite reliable sources ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Develop and monitor protocols to participate in collaborative discussions ● Discuss reading and writing with peers 	<p>Student Resources: Nonfiction texts from <i>Scope</i> magazine & Online news sources</p> <p>Teacher Resources: <i>Units of Study in Writing, Unit 1, Gr. 8: Investigative Journalism</i></p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Argument) and Quarterly Reading Checks ● Constructed responses based on Shared Reading Passages ● Formative “Ticket Out the Door” questions ● Reading Comprehension Quizzes/Tests ● Teacher-Student conferences <p>Final Unit Assessment: Journalism Project</p>

<p align="center">History in Literature: <i>The Diary of Anne Frank</i> Timeline: 5 Weeks-January through Early February</p>				
Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Essential Standards: R6, R7, R9, W1, W2</p> <p>Additional Standards: R1, R2, R3, R4, R5, W5, W7</p> <p>SL1, SL2, SL3, SL6</p> <p>L1, L2, L3, L4, L5, L6</p>	<ul style="list-style-type: none"> ● Traits of Drama ● Point of View and Perspective ● Development of Theme ● Characterization in Narrative Writing ● Writing to Compare ● Reader Choice and Independence ● Writing About Reading ● Protocols for Group and Partner Work 	<p>Reading</p> <ul style="list-style-type: none"> ● Gather facts from multiple texts to support background knowledge ● Recognize structure, and purpose, and elements of drama ● Recognize and analyze the development of a character ● Compare and contrast a written text with audio, filmed, staged, or digital versions ● Analyze how point of view and perspective affect mood, tone, and plot ● Determine theme and analyze its development ● Monitor time management skills for independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Compare and contrast using relevant text evidence ● Use content-specific vocabulary and precise language to support a claim ● Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Speak fluently and articulately when reading scenes in a play ● Develop and monitor protocols to participate in collaborative discussions ● Discuss reading and writing with peers 	<p>Central Literary Text: <i>The Diary of Anne Frank</i> (adapted play) <i>The Diary of Anne Frank</i> (film)</p> <p>Reading for Information: Nonfiction about the Holocaust from online sources <i>Scope Magazine</i>, and other media sources.</p> <p>Short Read Selections:</p> <ul style="list-style-type: none"> ● Anne Frank Diary Entry ● “Yellow Star” <p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Teacher Resources: <i>A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice</i> by Kate Roberts (Ch 4, 5, and 7)</p>	<ul style="list-style-type: none"> ● Refer to Pre-Assessment (Argument) and Quarterly Reading Checks ● Constructed responses based on <ul style="list-style-type: none"> ○ written and video versions of the play ○ Shared Reading Passages ● Graphic Organizers ● Reading Comprehension Quizzes/Tests ● Formative “Ticket Out the Door” questions ● Reading notebook entries ● Student Self-Assessments ● Teacher-Student conferences <p>Final Unit Assessment: Comparison Essay</p>

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<p align="center">Unit Title: Position Papers Timeline: 5 Weeks-February and March</p>				
Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Essential Standards: R8, W1, W5, W7</p> <p>Additional Standards: R1, R2, R8, R9, W1, W4, W5, SL1, SL2, SL3, SL6 L1, L2, L3, L4, L5, L6</p>	<ul style="list-style-type: none"> Traits and Structure of an Argument Supporting a Claim with Valid Evidence Writing to Elaborate Use of the Writing Process Reader Choice and Independence Writing About Reading Protocols for Group and Partner Work 	<p>Reading:</p> <ul style="list-style-type: none"> Research current issues Determine importance of details Annotate text to support understanding Evaluate an argument and specific claims in a text Identify a counterclaim and analyze its validity Monitor time management skills for independent reading <p>Writing:</p> <ul style="list-style-type: none"> Write arguments to support claims with clear reasons and relevant evidence. Elaborate to support claims with relevant details Respond to independent reading Make effective choices as a writer about conventions and language <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Develop and monitor protocols to participate in collaborative discussions Present and listen to persuasive arguments, stating and analyzing supporting fact 	<p>Reading for Information: Nonfiction resources from online sources, <i>PHL Silver</i>, <i>Scope</i> magazine and other school library and media resources.</p> <p>Short Read Selection Options:</p> <ul style="list-style-type: none"> Wangari Maathai Nobel Lecture “September 11, 2001” (NF) <p>Independent Reading: Student-chosen books from school and classroom libraries.</p> <p>Teacher Resources: <i>Units of Study in Writing, Unit 3, Grade 8, Position Papers: Research and Argument</i></p>	<ul style="list-style-type: none"> Refer to Pre-Assessment (Argument) and Quarterly Writing Checks Constructed responses based on Shared Reading Passages Reading Comprehension Quizzes/Tests Formative “Ticket Out the Door” questions Reading notebook entries Student Self-Assessments Teacher-Student conferences <p>Final Unit Assessment:</p> <ul style="list-style-type: none"> Post- Assessment (Argument)

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Technology and Progress: On-Demand Reading and Writing

Timeline: 4 Weeks-March through April

Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Essential Standards: R3, R4, R5</p> <p>Additional Standards: R1, R2, R8, R9, W1, W2, W4, W5, SL1, SL2, SL6</p> <p>L1, L2, L3, L4, L5, L6</p>	<ul style="list-style-type: none"> ● Application of Reading Comprehension Skills ● Development of Setting ● Criteria for On-demand Writing ● Test-Taking Strategies ● Vocabulary Strategies ● Reader Choice and Independence ● Writing About Reading 	<p>Reading:</p> <ul style="list-style-type: none"> ● Identify significant details and literary elements independently ● Identify claims, text evidence, and analysis that links evidence to the claim ● Determine how the setting of a story affects its theme ● Determine the meaning of words and phrases as they are used in a text ● Develop criteria in order to evaluate the quality of texts ● Develop strategies for answering test questions based on format and text type <p>Writing:</p> <ul style="list-style-type: none"> ● Write arguments to support claims ● Write in response to reading <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Participate in collaborative discussions with peers and adults 	<p>Central Literary Text: “Flowers for Algernon” by Daniel Keyes (short story and film adaption)</p> <p>Additional Texts: New York State ELA Released Questions and Passages</p> <p>Reading for Information: Nonfiction about technology from online sources, <i>Scope</i> magazine, and other media resources.</p> <p>Short Read Selections:</p> <ul style="list-style-type: none"> ● “Tales From Outer Suburbia” ● “Green Angel” 	<ul style="list-style-type: none"> ● Refer to Writing Pre-Assessments and Quarterly Reading Checks ● New York State ELA exam and practice exams ● Reading Comprehension Quizzes/Tests ● Formative “Ticket Out the Door” questions ● Reading notebook entries ● Teacher-Student conferences

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<p align="center">Unit Title: Resolving Conflict Timeline: 5 Weeks-May through June</p>				
Standards	Content	Skills/Practices	Materials/Resources	Assessments Used
<p>Essential Standards: R3, R6, R9, W3</p> <p>Additional Standards: R2, R5, R7, W1, W4, W5</p> <p>SL1, SL2, SL3, SL6</p> <p>L1, L2, L3, L4, L5, L6</p>	<p>Unit Content:</p> <ul style="list-style-type: none"> Traits of the Realistic Fiction Novel Genre Development of Themes Characterization in Narrative Writing Reader Choice and Independence Writing About Reading Protocols for Group and Partner Work 	<p>Reading:</p> <ul style="list-style-type: none"> Identify significant details and literary elements independently Analyze how particular lines of dialogue or events propel the action or reveal aspects of a character Identify multiple themes and analyze their development Determine the meaning of words and phrases as they are used in a text Respond to a text read independently Monitor time management skills for reading <p>Writing:</p> <ul style="list-style-type: none"> Writing narratively. Writing in response to reading <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Participate in collaborative discussions with peers and adults 	<p>Central Literature Texts:</p> <ul style="list-style-type: none"> The Outsiders “Nothing Gold Can Stay” by Robert Frost <p>Additional Optional Materials: <i>The Outsiders</i> (film)</p> <p>Short Read Selection Options:</p> <ul style="list-style-type: none"> Excerpt from <i>Scorpions</i> Excerpt from <i>Stormbreaker</i> <p>Reading for Information: Choose nonfiction resources about the conflict theme from online sources, <i>PHL Silver</i>, <i>Scope</i> magazine, and other school library and media resources</p> <p>Independent Reading: Student-chosen books from school and classroom libraries.</p>	<ul style="list-style-type: none"> Refer to Pre-Assessment (Writing About Reading) and Quarterly Reading Checks Constructed responses based on the novel Reading Comprehension Quizzes/Tests Teacher-Student conferences Formative “Ticket Out the Door” questions <p>Final Unit Assessment: Final Exam: Literary Analysis Questions based on the novel</p>