

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does prior knowledge and selection of textual evidence improve comprehension of text?</i>	<i>Students understand that: -Critical analysis of literature supports the acquisition of knowledge and the development of inferential thinking</i>	<i>To assist in meeting this standard, students may: -Create a character interview -Change a major element of the text to show the main character's reaction -Rewrite the ending of a story</i>
Content Statements		
<i>Students will be able to: -Interpret the relationship between literal and inferential meanings</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Respond to an open ended question referring to evidence in the text as the basis for the answer -Write an essay that examines and addresses implied meaning and symbolism within a text -Create a presentation that compares and contrasts literary text elements</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed		newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: - Various texts of student's reading level -Leveled Guided Reading lesson plan -Sticky Notes</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		

Which sentence best explains why the author makes the above statement?

[RL 8.2](#) 2018

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details

Standards: 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 summary of the text.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What is the established relationship between theme in literature, and supplemental literary elements: characters, setting, and plot?</p> <p>How can summarizing literature establish an overall comprehension understanding of literary elements within a text?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Combined literary elements convey universal messages -Summarizing skills are necessary for profound literary understanding 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Analyze song lyrics, specifically identifying the theme and figurative language -Illustrate a story in chronological order -Participate in a literature circle activity to discuss theme and find relevant sources to support answers -Write a book review
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Determine the significance of theme and objectively summarize literature 		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Present details supporting or defending the reader's choice of selected literature -Class discussion debating the author's message -Utilize a story map to depict the evolution of theme -Open-ended multiple choice with text support 	<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p>	<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p>
Equipment Needed	<p>newsela.com</p> <p>readworks.org</p>	<p>learningally.org</p> <p>biguniverse.com</p>
<p>Teachers may use the following:</p>		

- Various text of student's reading level -Read-aloud text above student's independent reading level -Story Map Graphic Organizers -Writing Journals	pbslearningmedia.org poetryfoundation.org kellygallagher.org	readingrocket.org sharemylesson.com commonlit.org
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Desired Results	
Sample question to consider for this standard: What does Helen Keller think people will learn by being blind and deaf for a few days?	

[RL 8.3](#) 2018

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does the analysis of dialogue between characters provoke a deeper understanding of text and literary elements?	Students will understand that: -Dialogue provides insight into the progression of a story -Dialogue provides insight into character's motives and actions	To assist in meeting this standard, students may: -Determine pivotal lines of dialogue that contribute to story development -Character T-Chart -Character Interview -Participate in a Literature Circle discussion -Participate in Reader's Theater
Content Statements		
Students will be able to: -Analyze lines of dialogue		

Assessments	Teacher Resources
To show evidence of meeting this standard, students may: -Use a rubric to assess the components of a comic strip -Open-ended multiple choice with textual support	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org
	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org

Equipment Needed
Teachers may use the following: - Various text of student's reading level

<ul style="list-style-type: none"> -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers 	poetryfoundation.org kellygallagher.org	sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

How does the exchange of dialogue between Deirdre and Mr. MacCurdy advance the plot of the passage?

[RL 8.4](#) 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure

Standards: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choices on meaning and tone, including analogies or allusions to other texts.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does selected language within text enrich the experience and understanding of literature?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Word choice impacts a reader's understanding of literature and author's purpose 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Read novel excerpts depicting literary devices -Change literal language into figurative language in a literary text -Write or draw representations of similes
<p>Content Statements</p> <p>Students will be able to: Determine how word choice impacts the reader</p>		

Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a children's story to demonstrate understanding of figurative language -Open-ended multiple choice within text support 	<table style="width: 100%;"> <tr> <td style="vertical-align: top;"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org </td> <td style="vertical-align: top;"> kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com </td> </tr> </table>	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com
achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com		

Equipment Needed

Teachers may use the following:

- Various texts of student's reading level -Read-aloud text above student's independent reading level -Thesaurus -Word Webs	pbslearningmedia.org poetryfoundation.org kellygallagher.org	readingrocket.org sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

Which word best describes the mood at the beginning of the passage?

[RL 8.5](#) 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does the comparing and contrasting text structure assist in deciphering meaning and style?	Students will understand that: -Text structure affects meaning and style -Determining an author's style will assist in discovering the meaning of the story and the author's background	To assist in meeting this standard, students may: -Compare two texts by the same author -Comparative study of two text structures
Content Statements		
Students will be able to: -Recognize various text structures and their importance		

Assessments	Teacher Resources
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To show evidence of meeting this standard, students may: -Analyze various types of poems with a Venn Diagram -Respond to open-ended and multiple choice with textual evidence	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com
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Equipment Needed

Teachers may use the following:

<ul style="list-style-type: none"> - Various texts of student's reading level -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper -Story Starter Prompts 	pbslearningmedia.org poetryfoundation.org kellygallagher.org	readingrocket.org sharemylesson.com commonlit.org
Desired Results		
<p>Sample question to consider for this standard: Which organizational structure was used by the author?</p>		

[RL 8.6](#) 2018

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do multiple points of view create dramatic effects in literature?	Students will understand that: -Point of view and the story's meaning can be influenced by era, historical events and other aspects of time and place	To assist in meeting this standard, students may: -Create a script of screenplay -Participate in Literature Circles -Read two counts of the same experience and analyze the different points of view -Participate in Reader's Theater
Content Statements		
Students will be able to: -Identify how point of view influences mood and tone -Understand historical and environmental characteristics of the text		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Re-create a personal experience from a different point of view and grade it on a holistic scoring rubric -Respond to higher level open-ended questions that require supporting evidence		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various literary works -Writing journals -Chrome Books 	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
<p>Sample question to consider for this standard: The authors of both the passage and the poem help the reader understanding their ideas by..?</p>		

[RL 8.7](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Integration of Knowledge and Ideas		
Standards: Evaluate the choices made by the directors or actors by analysing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does the evaluation of acting and directorial choices influence filmed or live story production?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -The choice made by the directors influence the audience's interpretation of a work 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Compare and contrast a book to the movie -View and analyze a movie version of a book -Compare and contrast film/live production to text -Create a script from a given text -Write an editorial or critical analysis
Content Statements	<p>-The actor's preparation and portrayal of a character affect the understanding and appreciation of a work</p>	
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Critique production choice within a film or live version of a text. 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a movie Review -Create a play -Create a podcast or online video -Generate a Venn Diagram based on selected text -Respond to an open-ended question 		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com
		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org
Equipment Needed		

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips -Chart Paper 	<p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p>	<p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
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Desired Results

Sample question to consider for this standard:

Compare The Giver book to the movie. Do you think the movie producers give clear evidence to support themes presented in the novel?

[RL 8.9](#) 2018

Domain: Reading Standards for Literature

Cluster: Integration of Knowledge and Ideas

Standards: Analyze and reflect on (e.g., practical knowledge, historical/cultural content, and background knowledge) 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does background knowledge of major foundational works impact understanding of modern literature?</p> <p>How does an analysis of modern fiction yield a focus on historical events, common character types, and traditional story elements?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Relevant background knowledge creates profound understanding of literature -A relationship exists between themes of literary works from both past and present 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -“I am an Expert” Individual students become experts on particulates related to literary topics -Participate in a Literature Circle -Create a modern retelling of a fairy tale, myth, or legend -Write a fable or fairy tale
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Recognize the literary connection between the past and the present 		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Use a graphic organizer to compare and contrast the same characters in different versions of a story. -Answer higher order comprehension questions with supporting details from the text 	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Overhead projector -Chart Paper 		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Analyze how two or more text address similar themes or topics in order to build knowledge or to compare the approaches the author's take.</p>		

[RL 8.10](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Range of Reading and Level of Text Complexity		
Standards: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text complexity, scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does careful and attentive reading of both assigned and independent text choices assist with developing lasting proficiency as a critical reader?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Read fiction, nonfiction, and 	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Critically reading and understanding a variety of literary genres promotes language arts literacy 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a poetry contest/exhibition -Participate in literature circles -Create a book blog

<i>other literary genres at grade level complexity</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may:</i> - <i>Literature Circle Rubric</i> - <i>Complete several book reports including different genres</i>	achievethecore.org scholastic.com frontrowed.com opened.com newsela.com	kbumreading.com readingandwritingproject.org simplek12.com amybenjamin.com learningally.org
Equipment Needed	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following:</i> - <i>Various prose and poems</i> - <i>Overhead Projector</i> - <i>Graphic Organizers</i> - <i>Chart Paper</i>	Desired Results	
<i>Sample question to consider for this standard:</i> <i>Read and comprehend complex literary text independently and proficiently.</i>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>What impact does inference have on a student's ability to understand the central idea of the text?</i></p> <p><i>Why is textual evidence essential to a reader's understanding?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Readers support their analysis by citing textual evidence -Inferences must be rooted in the text and must provide a conceptual foundation for understanding 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Analyze and creating editorials -Create a graphic organizer -Engage in Literature Circles -Generate a Reader's Response Entry -Engage in small group discussions
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Understand that analysis must be supported by evidence as well as inferences drawn from the text 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Listen/Read a speech and cite evidence from the text to support their opinion -Respond to an open ended questions related to the text -Identify language in a clip from a newscast that shows bias on the presenter's partner 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Various informational text at student's reading level -Notebook -Graphic Organizers 		

Desired Results
<p>Sample question to consider for this standard:</p> <p>Which paragraphs supports the idea that different ancient cultures had different calendars?</p>

[RI 8.2](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why are central ideas important to understanding a text?</p> <p>How does supporting ideas help to develop the central ideas?</p> <p>How can a central idea change?</p> <p>What is a good summary?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Determining the central idea can help us to make vital and informative connections in our learning -Supporting ideas can help us to derive the main idea -Central ideas may develop further over the course of the text -Objective summaries help us to understand the central idea 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Creating an outline (Nonfiction Pyramid) -Engage in close reading -Participate in Literature Circles -Generate a summary that focus on the central idea and analyze its development through the course of the text -Engage in small group discussions -Generate a Reader's Response entry
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Discern and summarize central and supporting ideas of a given text 		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Summarize the main idea in a given text -Compare and contrast two significant periods in history -Participate in a small group activity using PowerPoint and presenting the cause and effect of a specific topic 	<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p>	<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p>
Equipment Needed		

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational text of student's reading level -Graphic Organizers 	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

Which sentence is the best summary of paragraph 2?

[RI 8.3](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Standards: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why analyze the interactions between people, events, and ideas in a text?</p> <p>How do main ideas influence a reader's connection to the text?</p> <p>Are connections to a text essential for learning?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Readers analyze how a text makes distance connections-text-to-text, text-to-self, and text-to-world -Readers are influenced and make meaning by analyzing the interactions between ideas, people, and events 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Engage in Shared Reading: Making predictions -Engage in close reading of select text -Engage in Literature Circle and discussions -Create a T-Chart -Generate a KWL Chart -Create a plot line -Generate a Reader's Response entry
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand that interactions between individuals, events, and ideas help connect readers to the text 		

Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Identify the cause and effect on relationships described in a text -Create a report based on a mathematical experiment 	achievethecore.org scholastic.com frontrowed.com	kbumreading.com readingandwritingproject.org simplek12.com
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<ul style="list-style-type: none"> -Create a report based on a mathematical experiment -Create a timeline of a particular event or a historical figure's life -Students will present summaries of text, while peers respond to critique with each others' work 	newsworks.org opened.com	janrichardsonguidedreading.com amybenjamin.com
Equipment Needed	newsela.com	learningally.org
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various informational texts of student's reading level -Venn Diagram -Graphic Organizers -Chart Paper 	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
<p>Sample question to consider for this standard:</p> <p>What was the primary difference between the Julian calendar and the Gregorian calendar?</p>		

[RI 8.4](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does word choice express point of view? In what ways does allusion, analogy and figurative language contribute to the overall meaning of text?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Proficient readers use words, their variations and context to create meaning -Words contain connotative and denotative meaning -Comprehension of a text is essential in order to interpret and evaluate -Author's tone helps you identify point of view 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Analyze, view, listen to a political speech as a whole class. Catalog repetitive words to represent cliché, bias, appeal, slogan, and domain specific text -Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning -Highlight context clues that support the meaning of a word -Create a topic area or subject related dictionaries -Word Study Concept Sorts -Incorporate new words into writing pieces and classroom discussions -Analyze and create a cartoon or comic book to identify inferences, point
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze non-fiction text by looking at word choice, figurative language, and author's style 		

author's style		of view, and argument. Cartoon should reflect upon global awareness, etc
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Read various sources written from different points of view and develop their own point of view based on the given text -Use a variety of multimedia presentations to compare and contrast political speeches and rewrite an excerpt to alter point of view and tone.	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com
Equipment Needed	newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: The phrase <u>out of step</u> means the same as <u>out of _____</u> ?		

RI.8.5 | 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Analyze in detail the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do authors organize sentences into paragraphs, and paragraphs into essays to communicate effectively? How do readers deepen understanding by	Students will understand that: -There are four elements of a paragraph: transition, topic sentence, specific evidence and brief wrap-up sentence -Transitional sentences	To assist in meeting this standard, students may: -Analyze structure that an author uses to organize text -Analyze writing exemplars -Model annotating text -Passage from a specific text, delete parts of text, identify and replace missing parts to reconstruct paragraph

<p>understanding by deconstructing a paragraph? How does analyzing text features and understanding role of sentences increase and support comprehension?</p>	<p>transitional sentences contribute to the flow and sequence of a text -Identify evidence within a text that supports the author's thesis increases comprehension</p>	<p>missing parts to reconstruct paragraph -Deconstruct paragraph to identify topic sentence and supporting details using color codes -Brainstorm different types of transitions: contrast and support indicators -Collaborative discussions with text and graphic organizers</p>
<p>Content Statements</p>		
<p>Students will be able to: -Understand that text structure is integral to becoming a strategic reader</p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may: -Read a four paragraph informational text sample to condense and summarize into one paragraph -Create a "How-To-Manual" on transition -Write a paragraph that correctly incorporates the use of domain specific and transitional words and grade on a rubric</p>	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Equipment Needed</p>		
<p>Teachers may use the following: -Various informational written texts -Sticky Notes -Highlighters -Chrome Books</p>		
<p>Desired Results</p>		
<p>Sample question to consider for this standard: What is the primary purpose of paragraph 5?</p>		

[RI 8.6](#) 2018

<p>Domain: Reading Standards for Informational Text</p>
<p>Cluster: Craft and Structure</p>
<p>Standards: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to</p>

conflicting evidence or viewpoints.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How does an author acknowledge conflicting evidence without weakening his/her argument?</i></p> <p><i>Why is it important to acknowledge and understand opposing viewpoints?</i></p> <p><i>How can we differentiate between the author's central argument and counter argument that the author presents in the same essay?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -The author has one central thesis that focuses the entire essay -The author also includes counter arguments -It is essential to understand conflicting viewpoints -The reader ascertains the relevance of the text by understanding the author's thesis and counter arguments -There is a difference between the author's purpose and the purpose of the text 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Introduce the rhetorical triangle and investigate how audience, subject and author interact -Read an essay and identify the counter arguments -Quick writes used to have students create counter arguments -Provide a model essay based upon a commonly held belief and ask students to paraphrase both the author's and opposing viewpoint
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Understand that effective argumentation involves the author's thesis plus counter arguments 		
Assessments		Teacher Resources
<p><i>To show evidence meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Using a model essay, teacher will eliminate the opening and closing. The students will create a thesis and wrap up statement based on the evidence provided. -Using a model essay, teacher will eliminate the latter third of the essay. Students will individually or collaboratively, finish the essay by creating counter arguments 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p>
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Informational Passage/Model Essays - Venn Diagrams -Chrome Books 		<p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p>

Desired Results
<p>Sample question to consider for this standard:</p> <p>Who is the intended audience for the passage?</p>

[RI 8.7](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What are the advantages/disadvantages of using different mediums to present a particular topic or idea?</p> <p>Does the medium or format affect the presentation of information?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Various forms of media can be used to accommodate a myriad of learning styles -Differentiated instruction can affect the interpretation of information 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Creating an outline (Non-Fiction Pyramid) -Engage in close reading -Participate in Literature Circle lessons -Generate a Reader's Response entry
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand that effective readers are able to discern and to summarize central and supporting ideas of a given text 		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standards, students may:</p> <ul style="list-style-type: none"> -Make a video reporting on a text selection read in class -Compare and contrast a movie to a biography -Oral/Written Presentation (e.g., Students select media, such as video, PowerPoint, etc., to present on a research topic) 	<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p>	<p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p>
Equipment Needed		

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Nonfiction text (textbook, blog, or magazine) -Chrome Book -Writing Journals 	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
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Desired Results

Sample question to consider for this standard:

According to the table, which type of battery should she use?

[RI 8.8](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>In what ways can a reader determine whether an author's reasoning is sound? In what ways does irrelevant information/evidence impact an argument? How is argumentation structured?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Arguments depend on evidence and logic -Just because an author writes something does not mean it is true -Authors often include irrelevant information in order to mislead the reader -An author must include enough evidence to fully support his/her claim -Readers must evaluate an author's evidence 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Discuss written scenarios/statements in order to uncover flaws in logic -Model annotating argumentative text in order to identify the steps in an argument -Generate evidence for a hypothetical argument -Read as a whole class argumentative essays and discuss the format and content -Participate in a debate over a current issue -Create a graphic organizer that shows the links between pieces of information in an argument
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Comprehend and appreciate an argument by analyzing and evaluating the author's evidence and logic 		

Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -While working independently or in groups, students will visit 	achievethecore.org scholastic.com kbumreading.com readingandwritingproject.org
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<p>the website of two conflicting political parties, organizations, or groups. As a t-chart, students will present the information that each site posts. The student/group will then present the information to the class and lead a discussion about the evidence</p>	frontrowed.com newsworks.org opened.com	simplek12.com janrichardsonguidedreading.com amybenjamin.com
<p>Equipment Needed</p>	newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<p>Teachers may use the following: -Informational Text -Graphic Organizers -Highlighters -Chart paper -Chrome books</p>		
<p>Desired Results</p>		
<p>Sample question to consider for this standard: Don Wilcox's argument emphasizes _____?</p>		

[RI 8.9](#) | 2018

<p>Domain: Reading Standards for Informational Text</p>		
<p>Cluster: Integration of Knowledge and Ideas</p>		
<p>Standards: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the text disagree on matters of fact or</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigations, and Student Experiences</p>
<p>What is truth and how do we determine what is true? What is propaganda and how does it affect people's perspectives? How does learning about</p>	<p>Students will understand that: -There are frequently numerous interpretations to an event, work of art, or controversial issue -Although interpretations are</p>	<p>To assist in meeting this standard, students may: -Examine texts (e.g., newspapers, magazines, news websites, etc) that account potentially divergent viewpoints of a common event -View an event (e.g., a video of a mock car accident) and have students write exactly what happens. Students will read each others' accounts and look for similarities and differences</p>

<p>How does learning about history from literature differ from learning it through historically accurate documents? Why is it important to seek corroborating evidence among divergent viewpoints on a similar topic? What purpose does humor serve in getting a point across to an audience?</p>	<p>Although interpretations are based in opinion, they can be skewed by internal and external factors that affect the author's observation and reporting -Writers will often dramatize their writing to influence persuade readers Propaganda in all its forms has powerful and enduring effects on people -Humor has a powerful influence -Good readers ask questions before, during, and after reading a work</p>	<p>and look for similarities and differences -Read accounts of major historical events from multiple sources and compare the differences -View works of art that depict major events and compare their stylization versus the truth -Summarize an article in a Twitter style "tweet" (in 140 characters or less) -Read humorous anecdotes of various events and discuss the techniques the author uses to be humorous</p>
<p>Content Statements</p> <p>Students will be able to: -Determine the differences between facts and opinions -Recognizing propaganda helps people form thoughtful opinions based on truth -Often, there are elements of truth to differing viewpoints -Find corroborating to help construct truth -Connect ideas through interdisciplinary study (e.g., ELA and History) -Good readers ask questions about the text before, during, and after reading a text</p>		
<p>Assessments</p>	<p>Teacher Resources</p>	
<p>To show evidence of meeting this standard, students may: -Provide written analysis of divergent viewpoints of an event using textual evidence -Analyze divergent viewpoints and extract corroborating evidence</p>	<p>achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com</p>	

evidence -In pairs or teams, students can present viewpoints on a common event -Write an account of an event from an alternate point of view -Create a myth vs. reality poster board of historical events	opened.com	amybenjamin.com
Equipment Needed	newsela.com	learningally.org
Teachers may use the following: -Informational texts -Venn Diagram -Highlighters -Sticky Notes -Chart Paper	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: According to document B, what is one negative aspect of the proposed alternate route?		

[RI 8.10](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Range of Reading and Level Text Complexity		
Standards: By the end of the year, read and comprehend literary nonfiction, at grade level text complexity, with scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is reading nonfiction texts important?	Students will understand that: -Human being are drawn to catharsis that comes as a result of witnessing the struggles of others throughout history -Informational texts can be used as a supplement to enhance a writer's point of view about a specific subject	To assist in meeting this standard, students may: -Read a variety of nonfiction pieces to determine which form resonates with them -Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you
Content Statements		
Students will be able to: -To incorporate informational texts into students' intellectual repertoire		
Assessments		Teacher Resources

<p>To show evidence of meeting this standard, students may: -Write an editorial expressing their point of view about a current event topic</p>	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p>
<p>Equipment Needed</p>	<p>newsela.com</p>	<p>learningally.org</p>
<p>Teachers may use the following: -Informational texts -Venn Diagram -Highlighters -Sticky Notes -Chart Paper</p>	<p>readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard: Read and comprehend complex informational text independently and proficiently.</p>		

Domain: Writing		
Cluster: Text Types and Purposes		
<p>Standards: Write arguments to support claims with clear reasons and evidence.</p> <p>W 8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W 8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W 8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W 8.1.D Establish and maintain a formal style.</p> <p>W 8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to have strong evidence to make a logical, non-emotional argument?</p> <p>Why is the vocabulary we use in an argument important?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Differentiating between logical and emotional arguments enables writers to fully develop/examine a topic -Examining a distinction between facts and propaganda allows the writer to establish a credible argument -Words have connotative and denotative meanings 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create an advertisement -Create a script for a commercial using persuasive techniques learned -Read an advertisement and locate/highlight persuasive techniques -Use historical events such as genocides or health issues such as childhood obesity and smoking to identify the use of propaganda
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Compose effective arguments to persuade others into action -Differentiate between connotative and denotative 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a collaborative essay that supports/opposes a topic of civic nature -Play the role of a reporter and write a news article highlighting the pros and cons of the classroom debate 		<p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p>

<p><i>highlighting the pros and cons of the classroom debate</i></p> <ul style="list-style-type: none"> -Identify the persuasive strategies in an advertisement -Create an electronic presentation showing both logical and emotional evidence such as a global, civic, or health concern 	opened.com	amybenjamin.com
Equipment Needed	newsela.com	learningally.org
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Book -Overhead projector -Internet -Journals/Notebooks -Holistic Scoring Rubrics 	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Which sentence best serves as the thesis?</p>		

[W 8.2](#) | 2018

Domain: Writing		
Cluster: Text Types and Purposes		
<p>Standards: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 8.2.A Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W 8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W 8.2.C Use appropriate and varied transitions to clarify cohesion and clarify the relationships among ideas and concepts.</p> <p>W 8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 8.2.E Establish and maintain a formal style/academic style, approach, and form.</p> <p>W 8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to have relevant information when creating informational/explanatory</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Differentiating between relevant and irrelevant information enables writers to 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a variety of graphic organizers/outlines to support your topic -Compare/contrast a 21st Century issue (environmental or health) distinguishing relevant and irrelevant information from speculative

<p><i>informational/explanatory texts? Why is precise language necessary in helping to establish and maintain a formal style?</i></p>	<p><i>information enables writers to comprehensively develop/examine a topic</i></p> <ul style="list-style-type: none"> -Examining formal and informal styles allows a writer to target a specific audience effectively -Words have connotative and denotative meanings 	<p><i>distinguishing relevant and irrelevant information from speculative information</i></p> <ul style="list-style-type: none"> -Create an explanatory piece using, with emphasis on transitional words with cohesion and clarity 										
<p>Content Statements</p>												
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Make distinctions between relevant and irrelevant information; formal and informal styles; connotative and denotative meanings 												
<p>Assessments</p>	<p>Teacher Resources</p>											
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write an informative essay using precise language that examines/explains a topic -Create an electronic presentation using reliant evidence to explore a topic -Respond to a famous quote using specific transitions appropriately using 21st Century Skills appropriately 	<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> </table>		achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	newsworks.org	janrichardsonguidedreading.com	opened.com	amybenjamin.com
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scholastic.com	readingandwritingproject.org											
frontrowed.com	simplek12.com											
newsworks.org	janrichardsonguidedreading.com											
opened.com	amybenjamin.com											
<p>Equipment Needed</p>												
<p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> -Writing journals/notebooks -Holistic Scoring Rubrics -Internet videos -Chart Paper/Graphic Organizers -Chrome Books 	<table border="0"> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table>		newsela.com	learningally.org	readworks.org	biguniverse.com	pbslearningmedia.org	readingrocket.org	poetryfoundation.org	sharemylesson.com	kellygallagher.org	commonlit.org
newsela.com	learningally.org											
readworks.org	biguniverse.com											
pbslearningmedia.org	readingrocket.org											
poetryfoundation.org	sharemylesson.com											
kellygallagher.org	commonlit.org											
<p>Desired Results</p>												
<p><i>Sample question to consider for this standard:</i></p> <p><i>"Man with a Camera" is about a famous American photographer Louis Sullivan has also made a great contribution to the world. State what the contribution is. Support your idea with significant details from the research, texts, and provide a conclusion.</i></p>												

[W 8.3](#) 2018

Domain: Writing

Cluster: Text Types and Purposes

Standards: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.

W 8.3.A 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.

W 8.3.B Use narrative techniques, such as dialogue, pacing, descriptions, and reflection, to develop experiences, events and/or characters.

W 8.3.C Use a variety of transitional 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.

W 8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W 8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does point of view affect the direction a story will take? Why is it important to use imagination when creating a narrative text? Why is precise and vivid language necessary to create narrative texts?</p>	<p>Students will understand: -Point of view allows the writer to keep their audience in mind -Imagination is important to help the writer create visual images from written text (Sensory imagery allows a writer to create a vivid description for the audience) -Precise and vivid language allows narratives to "come to life" through sensory details</p>	<p>To assist in meeting this standard, students may: -Create a narrative using graphic organizers to list sequence of events during the brainstorming stage of the writing process -Dissect a current reading piece to identify story elements prior to creating their own composition..thus leading to writing -Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs -Collaborate a narrative story through interactive writing -Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs</p>
<p>Content Statements</p> <p>Students will be able to: -Create visual images from written text -Use precise and vivid language helps one to create sensory details -Character's point of view provides the reader with a unique perspective</p>		<p>-Using a graphic organizer, such as a Venn Diagram to determine two characters' different perspectives on the same event -Locate a reading selection to identify literary elements such as foreshadowing, allusion, flashbacks, etc. -Create a graphic novel (comic book style)</p>
<p>Assessments</p>		<p>Teacher Resources</p>

<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a narrative story using sensory language in response to a prompt or text utilizing 21st Century skills -Recreate a fable, fairytale, or folktale using a different character's point of view 	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com</p>
Equipment Needed	<p>opened.com newsela.com</p>	<p>amybenjamin.com learningally.org</p>
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Overhead projector -Internet -Writing journals/notebooks -Chrome Books 	<p>readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <p>The narrative "It's Just My Job" is about a person who has a dangerous but important job. Write a fictional narrative about another character who has an interesting career. Demonstrate the obstacles the character faces on a typical work day or in a typical situation, and explain how he or she overcomes them.</p>		

[W 8.4](#) | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in Standards 1-3 above).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does the self revision process affect the final product?</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> -The self revision process allows for reflection by the students to independently edit their writing pieces 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Apply rubric analysis of a written draft to determine if expectations were met and where support is needed. -Conduct conferences in individual or cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work. -Peer edit for increasingly complex sentence structure and syntax to express ideas
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Coherently develop and organize their written pieces for task purpose and 		

<i>for task, purpose, and targeted audiences</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may: -Produce a narrative, argumentative, and/or informational/explanatory piece that demonstrates clarity of organization and development utilizing 21st Century skills.</i>	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
<i>Teacher may use the following: -Holistic Scoring Rubrics -Internet -Writing journals/notebooks -Chrome Books</i>		
Desired Results		
<i>Sample question to consider for this standard: Where in the report should the new sentence be located?</i>		

[W 8.5](#) | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is peer and adult revision necessary in contributing to the final product? How can other perspectives strengthen a piece of writing?</i>	<i>Students will understand that: -The revision process allows for reflection by the students to collaboratively edit their writing pieces</i>	<i>To assist in meeting this standard, students may: -Participate in teacher/student writing conferences and use feedback to revise, edit and improve individual writing pieces -Use rubrics and checklist to evaluate writing -Develop peer editing groups to provide constructive feedback to</i>

strengthen a piece of writing in the revision process? How does point of view affect a particular writing piece to make it unique from another writer's perspective?	writing pieces -The point of view affects the tone of the final product	-Develop peer editing groups to provide constructive feedback to strengthen original writing samples -Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work
Content Statements		
Students will be able to: -Coherently develop and organize their written pieces for task, purpose, and targeted audiences		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills.	achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Equipment Needed		
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard: Which prepositional phrase would best end the sentence?		

[W 8.6](#) | 2018

Domain: Writing
Cluster: Production and Distribution of Writing
Standards: Use technology, including the Internet, to produce and publish writing and present the relationships between

information and ideas effectively as well as to interact and collaborate with others.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences																		
<p><i>Why is technology a necessary tool to enhance the appearance of the final product?</i></p> <p><i>Why is it important to cite credible sources?</i></p> <p><i>Why should the fusion of an author's personal thoughts be integrated with credible documentation?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Technology allows for a neat, well organized, professional final product in an efficient manner -Credible sources add validity and cohesion to one's final product -The final product will demonstrate a cohesive relationship between inference and reference 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Use digital tools to publish revised writing pieces demonstrating technological expectations -Create story element graphics using documentation applications -Practice keyboarding skills online -Engage in creating blogs, wikis, etc., for the purpose of collaboration -Practice citing sources using MLA or APA style 																		
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> - Demonstrate sufficient command of keyboarding and internet skills to produce and publish writing using technology to interact and collaborate with others. -Locate and cite credible sources from the internet -Demonstrate a cohesive relationship between inference and reference 																				
Assessments		Teacher Resources																		
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used. 		<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> </table>	achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	newsworks.org	janrichardsonguidedreading.com	opened.com	amybenjamin.com	newsela.com	learningally.org	readworks.org	biguniverse.com	pbslearningmedia.org	readingrocket.org	poetryfoundation.org	sharemylesson.com
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pbslearningmedia.org	readingrocket.org																			
poetryfoundation.org	sharemylesson.com																			
Equipment Needed																				
<p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> -Chrome Books -Holistic Scoring Rubric -Internet 																				

-Internet -Writing journals/notebooks	kellygallagher.org	commonlit.org
Desired Results		
Sample question to consider for this standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		

[W 8.7](#) | 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to draw information from several sources when conducting a short research project? How does research guide students to focus their ideas on a specific topic? Why is the generation of questions throughout the research process important to maintain a focus?</p>	<p>Students will understand that: -It is important to draw information from several sources to add validity to your final product -It is important to generate questions because it allows a personal connection of text-to-self</p>	<p>To assist in meeting this standard, students may: -Based on research done, expand on a list of focused questions to be answered throughout the research paper -Generate a list of sources and then have students determine their credibility -Perform peer conferences to ensure focus is on task -Respond to research based citations while generating a personal connection to text</p>
Content Statements		
<p>Students will be able to: -Draw information from several sources to add validity to the final product -Generate questions to allow a personal connection of text-to-self</p>		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may:		achievethecore.org kbumreading.com

-Write a short research project using several sources (e.g., library, internet) -Include proper citation format for credible sources used -Include research to support personal responses -Use 21st Century skills when appropriate	scholastic.com frontrowed.com newsworks.org	readingandwritingproject.org simplek12.com janrichardsonguidedreading.com
Equipment Needed	newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		

[W 8.8](#) | 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: 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 conclusion of others while avoiding plagiarism and following a standard format for citation.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is paraphrasing an essential component to writing? When is it more effective to quote or paraphrase? Why is following a universal format for citation important?	Students will understand that: -Paraphrasing enables the writer to synthesize information and avoid plagiarism -Quoting is essential when depicting one idea, whereas paraphrasing allows students to demonstrate their comprehension of multiple ideas	To assist in meeting this standard, students may: -Create a bibliography -Create a list of focused questions centered on a thesis statement to be answered throughout the research paper -Engage in identifying and citing credible sources -Paraphrase an article to identify a main idea and key details -Read an article and place quotes around one essential idea -Using the same article, extrapolate a quote and paraphrase key details -Provide students with a list of footnotes and have them create a bibliography -Provide multiple print and digital sources and create a bibliography or
Content Statements		
Students will be able to: -Draw information from		

<p>several sources to add validity to a final product</p> <ul style="list-style-type: none"> -Generate questions to allow a personal connection of text-to-self -Demonstrate when it is essential to quote and paraphrase -Use a universal format to have consistency and validity of citation 	<p>ideas</p> <ul style="list-style-type: none"> -A universal format allows consistency and adds validity of a citation 	<p>Provide multiple print and digital sources and create a bibliography or works cited page</p>										
Assessments		Teacher Resources										
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a short research project using several sources (e.g., library, internet) -Include proper citation format for credible sources used -Include research to support personal responses -Use 21st Century skills when appropriate 	<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> </table>		achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	newsworks.org	janrichardsonguidedreading.com	opened.com	amybenjamin.com
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poetryfoundation.org	sharemylesson.com											
kellygallagher.org	commonlit.org											
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks 												
Desired Results												
<p>Sample question to consider for this standard:</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informaton while avoiding plagiarism.</p>												

[W 8.9](#) | 2018

Domain: Writing
Cluster: Research to Build and Present Knowledge
Standards: Draw evidence from literary or informational text to support analysis, reflection, and research.

<p>W 8.9.A 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").</p> <p>W 8.9.B Apply grade 8 Reading standards to literary non-fiction (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").</p>																				
Essential Question	Enduring Understandings	Activities, Investigations, and Student Experiences																		
<p>Why is evidence important when responding to literary or informational texts? Why is it important to analyze themes in multiple genres?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Evidence enables the writer to make text-to-text, text-to-real world and text-to-self connections -Themes are universal and timeless 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a graphic organizer to compare/contrast texts in different forms/genres found within modern and traditional texts -Create foldable to distinguish connections (text-to-text, self-to-text, text-to-world) QAR -List evidence that supports claims found within various forms of texts/genres in response to an open-ended question -Using a generated list of universal themes, students will draw connections with specific genres of text -Given a particular genre, students will recognize the importance of relevant and irrelevant information as it reflects to the general theme 																		
Content Statements																				
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Draw evidence to enable the writer to make text-to-text, text-to-world, and text-to-self connections -Analyze universal themes throughout time 																				
Assessments		Teacher Resources																		
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used. 		<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table>	achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	opened.com	amybenjamin.com	newsela.com	learningally.org	readworks.org	biguniverse.com	pbslearningmedia.org	readingrocket.org	poetryfoundation.org	sharemylesson.com	kellygallagher.org	commonlit.org
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poetryfoundation.org	sharemylesson.com																			
kellygallagher.org	commonlit.org																			
Equipment Needed																				
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks 																				
Desired Results																				
<p>Sample question to consider for this standard:</p>																				

Draw evidence from literary or informational text to support analysis, reflection, and research.

W 8.10 2018

Domain: Writing		
Cluster: Range of Writing		
Standards: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer?</p> <p>Why is it important to periodically reflect on your own piece of writing?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Writing routinely helps writers grow and develop their voice and fine tune their skills -Self revision through reflection and research prepare students for the 21st Century careers or in our daily lives 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Keep a periodic writing journal with teacher driven topics -Partake in self-assessments and peer assessments using the state's rubric as a guide -Perform conferences with teacher and peers during revising/editing stage -Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio -Create a chapter book or children's story -Research a topic for relevant facts on one of the 21st Century themes
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Write routinely in order to develop their voice and fine tune their skills for reflection, revision, and purpose over both extended and limited time frames -Self-revise through reflection and research in order to prepare them for the 21st Century 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable utilizing 21st Century Skills. Include proper citation for credible sources used 		<ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com

<i>proper citation for credible sources used.</i>	opened.com	amybenjamin.com
Equipment Needed	newsela.com	learningally.org
<i>Teacher may use the following:</i>	readworks.org	biguniverse.com
<i>-Chrome Books</i>	pbslearningmedia.org	readingrocket.org
<i>-Holistic Scoring Rubric</i>	poetryfoundation.org	sharemylesson.com
<i>-Internet</i>	kellygallagher.org	commonlit.org
<i>-Writing journals/notebooks</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>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.</i>		

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
<p>Standards: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL 8.1.A Come to discussions prepared, having read or researched materials 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.</p> <p>SL 8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL 8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL 8.1.D Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent can a conversation affect change? Why is discussion important to consensus building?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Language is a powerful tool that can stir emotions and spark people to act -Effective discussion can be consensus and function as the catalyst for change 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Introduce and rehearse the foundational processes involved in public speaking -Interview faculty members with a focus on questioning technique. Develop and craft strong open-ended questions for teachers to answer -Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: current events, literature read in class, environmental concerns, health-related issues -Research a student selected topic such as: green technology/global warming, diabetes awareness, citizenship/responsibility, persuasion and advertisement based on a 21st Century theme chosen by the teacher -Examine and critique a model of successful and age appropriate interview -Identify pros/cons of a class initiated topic pertaining to school culture (homework policy, technology in class) with points to debate
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand careful preparation and research makes one prepared to effectively discuss a topic -Participating in collaborative discussions provides students with the ability to communicate a point of view -Appropriate questioning technique can lead to a better understanding of a topic 		
Assessments		Teacher Resources

<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -One-on-one interview with a classmate using open-ended questions generated by the student -As part of a team, develop, prepare, and present a plan to improve the community in an area based on topics in a round-table discussion. Students should incorporate a visual component as well as prepare a brief oral presentation -Present a well rehearsed oral presentation (at least 2 minutes) to a classmate based on a topic chosen by the student 	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p>
<p>Equipment Needed</p>	<p>newsela.com</p>	<p>learningally.org</p>
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Internet Access -Periodicals -Technology for listening and discussion 	<p>readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		

[SL 8.2](#) | 2018

<p>Domain: Speaking & Listening</p>		
<p>Cluster: Comprehension and Collaboration</p>		
<p>Standards: 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.</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigations, and Student Experiences</p>
<p>To what extent does diverse media influence the delivered message?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Media can affect behavior and motivation -Depending upon the content and the delivery format, the message can be different -Different messages require 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -View or listen to various media presentations that are meant to persuade (commercials, newspaper editorials, reviews/critiques, and/or political cartoons) -Discuss techniques used to persuade an audience -Investigate the use of propaganda in popular media and a global setting
<p>Content Statements</p>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand that specific 		

language in multiple formats determines the intent of the speaker (social, commercial, political)	different language attributes	-Critique a speech presented by a public figure (celebrity, politician, community leader) and examine the motives behind the speaker's presentation										
Assessments		Teacher Resources										
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a multi-media presentation public service announcement related to school culture or community with an emphasis on 21st Century skills -Create a final presentation in which students compare/contrast two speaker's different viewpoints about a given topic based on their analysis of these presentations. Students will support their analysis with research 	<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> </table>		achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	newsworks.org	janrichardsonguidedreading.com	opened.com	amybenjamin.com
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opened.com	amybenjamin.com											
Equipment Needed												
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Leveled reading books and discussion groups -Technology for listening and discussion 		<table border="0"> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table>	newsela.com	learningally.org	readworks.org	biguniverse.com	pbslearningmedia.org	readingrocket.org	poetryfoundation.org	sharemylesson.com	kellygallagher.org	commonlit.org
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poetryfoundation.org	sharemylesson.com											
kellygallagher.org	commonlit.org											
Desired Results												
<p>Sample question to consider for this standard:</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, or orally.</p>												

[SL 8.3](#) | 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why are sound reasoning and relevance important in	Students will understand that: <ul style="list-style-type: none"> -Presenting facts clearly and 	To assist in meeting this standard, students may: <ul style="list-style-type: none"> -Review and critique a round table discussion, (e.g., Meet the Press,

<p>presenting an argument? How is relevance and irrelevance determined in an argument?</p>	<p>accurately will provide relevant support for an argument</p>	<p>Charlie Rose) in order to evaluate the soundness of the reasoning and relevancy of the message or position</p>
<p>Content Statements</p>	<p>-Evaluating evidence is important in the decision making process</p>	<p>-Review and critique political debates in order to prepare an original argument for debate</p>
<p>Students will be able to: -Outline the speaker's argument, identifying the reasoning and relevancy of the message as well as identifying when irrelevant evidence is introduced</p>		<p>-Research debate strategies -Review persuasive arguments and strategies</p>
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may: -Mock Trial: Divide the class into 2 groups-prosecution and defense teams. Student lawyers will argue for or against an issue related to 21st Century theme. Student Judge will monitor and sift through relevant and irrelevant evidence. A written critique of the case including a validation of why they came to that verdict will be submitted by every student</p>	<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p>	<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p>
<p>Equipment Needed</p>		
<p>Teachers may use the following: -Discussion groups -Technology for listening and discussion -Writing Journal</p>	<p>newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>	<p>learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>		

SL 8.4 | 2018

<p>Domain: Speaking & Listening</p>
<p>Cluster: Presentation of Knowledge and Ideas</p>
<p>Standards: 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.</p>

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How can persuasion enhance with the presentation of an argument?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Eye contact assists in engaging the listener -Adequate volume and clear pronunciation are important components of public speaking -Articulation, enunciation, and intonation aid in the delivery of a message 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Demonstrate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic -Recognize the elements of personal credibility -Critique and analyze other students' speeches -Outline main ideas for clarity (Non-fiction Pyramid) -Identify credible sources for use in support of claims -Work in cooperative groups to review possible topics for presentation -Investigate the incorporation of visual aids to enhance one's argument -Outline salient points in presenting an argument
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Organize ideas logically -Use eye contact, volume, and pacing to engage an audience -Emphasize important points in coherent manner -Identify the elements of effective persuasion 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Prepare and deliver a 5 minute speech designed to persuade the audience to a particular point of view involving a topic related to civic, health, or environmental issues. Demonstrate the elements of persuasion during the presentation 		<p> achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org </p>
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Graphic organizers and rubric 		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>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 audiences</i></p>		

SL 8.5 | 2018

Domain: Speaking & Listening

Cluster: Presentation of Knowledge and Ideas		
Standards: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
What are the pros and cons of using technology to clarify and/or enhance information?	Students will understand that: -Technology can enhance expression and communication	To assist in meeting this standard, students may: -Create virtual settings, which include statistics, demographics, and geography as evidence to support claims
Content Statements		
Students will be able to: -Present within an array of multimedia formats that strengthens claims		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Create a presentation based on current unit of study, using multimedia components and visual displays to strengthen claim		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Teachers may use the following: -Technology for listening and discussion -Graphic organizers and rubric -Chrome Books		
Desired Results		
Sample question to consider for this standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

[SL 8.6](#) 2018

Domain: Speaking & Listening
Cluster: Presentation of Knowledge and Ideas

Standards: Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How do speakers effectively communicate with their audience?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Word usage is vital in reaching the target audience -The importance of word choice, intonation, and active voice in delivering an effective speech 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Identify the difference between informal and formal language usage -Demonstrate the use of intonation and the use of active voice -Demonstrate the knowledge of task-appropriate vocabulary -Design and organize several speeches ranging in a variety of context and task
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Promote public speaking -Maintain steady and consistent eye contact with an audience -Speak in a strong, clear voice (appropriate volume and enunciation) -Gain confidence speaking in front of an audience -Gain confidence speaking in front of an audience 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Deliver a 5 minute speech on a variety of context and tasks with an emphasis on intonation, active voice, as well as formal English 		<ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		<ul style="list-style-type: none"> kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Technology for listening and discussion -Graphic organizers and rubrics 		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.</i></p>		

Domain: Language		
Cluster: Conventions of Standard English		
Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>L 8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</i> <i>L 8.1.B Form and use verbs in the active and passive voice.</i> <i>L 8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</i> <i>L 8.1.D Recognize and correct inappropriate shifts in verb voice and mood.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent do rules of language affect communication? Why do voice and intonation affect the message being communicated?</p>	<p>Students will understand that: -The conventions of English grammar help readers understand what is being communicated. -The form and use verbs can be effectively used to indicate shifts in voice, intonation, and mood</p>	<p>To assist in meeting this standard, students may: -Identify verbals (gerunds, participles, and infinitives) using different colored highlighter, in an exemplar essay -Students will engage in a short skit that will demonstrate the same message can be communicated in the active versus the passive voice -Create a dialogue focusing on verb choice and mood utilizing photographs from periodicals such as: National Geographic -Students will identify various moods implied by the titles of passage from a variety of genre than construct alternative titles to indicate change of moods</p>
Content Statements		
<p>Students will be able to: -Demonstrate command of Standard English grammar during oral and written communication.</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -Proof-read and edit given writing pieces and grade with rubric -Participate in teacher conference to inquire about specific details of the assignment -Students will provide feedback to other students' work</p>		<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>
Equipment Needed		
<p>Teachers may use the following: -Writing Journals/Notebooks -Writing rubrics</p>		<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>

Desired Results
<p>Sample question to consider for this standard:</p> <p>Which sentence does NOT contain a participle?</p>

[L 8.2](#) 2018

Domain: Language

Cluster: Conventions of Standard English

Standards: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L 8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L 8.2.B Use an ellipsis to indicate an omission.
L 8.2.C Spell correctly.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences																		
<p>To what extent are proper mechanics integral to scholarly writing?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Application of proper mechanics in writing promotes effective written communication 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Engage in small collaborative groups whereby each student is assigned a specific role (punctuation, protector, spelling seeker, capitalization captain) editing first drafts -Model a minilesson for their peers, teaching one rule specific to capitalization, punctuation, or spelling -Engage in process writing utilizing proper mechanics -Participate in editing a teacher selected passage using the correct spelling, punctuation, and capitalization 																		
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate command of Standard English rules of capitalization, punctuation, and spelling when writing 																				
Assessments	Teacher Resources																			
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Students will complete word building activities using a specific spelling skill -Participate in a teacher conference to discuss a writing piece -Students will provide feedback to other students' work (editing for correct capitalization and punctuation) 	<table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> </table>		achievethecore.org	kbumreading.com	scholastic.com	readingandwritingproject.org	frontrowed.com	simplek12.com	newsworks.org	janrichardsonguidedreading.com	opened.com	amybenjamin.com	newsela.com	learningally.org	readworks.org	biguniverse.com	pbslearningmedia.org	readingrocket.org	poetryfoundation.org	sharemylesson.com
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newsela.com	learningally.org																			
readworks.org	biguniverse.com																			
pbslearningmedia.org	readingrocket.org																			
poetryfoundation.org	sharemylesson.com																			
Equipment Needed																				
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Appropriate word building games -Chrome Books -Grammar websites 																				

-Grammar websites -Writing Rubrics	kellygallagher.org	commonlit.org
Desired Results		
Sample question to consider for this standard:		
Which of the underline words in the sentence is correctly spelled?		

[L 8.3](#) 2018

Domain: Language		
Cluster: Knowledge of Language		
Standards: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L 8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent do the rules of language affect communication? Why do voice, intonation, and mood affect the message being communicated?</p>	<p>Students will understand that: -Effectively using the conventions of standard English when writing, speaking, reading, or listening</p>	<p>To assist in meeting this standard, students may: -Engage in the reading of periodical articles (such as: CNN, BBC, National Geographic, Smithsonian Institute, Library of Congress MSNBC, etc.) to identify passive and active verbs used; in small collaborative groups, students will draw conclusions about how the verbs are used -Create a storyboard illustrating the differences between passive and active voice -Explore how changing social and cultural attitudes (e.g., voice and mood) can change the way a sentence is written</p>
<p style="text-align: center;">Content Statements</p> <p>Students will be able to: -Use knowledge of language and its conventions when writing, speaking, reading, or listening</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -Construct a response to literature that examines how mood impacts other literary elements within a passage -Alter verbs from response to literature to create a 2 minute speech</p>		<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p> <p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p>

Equipment Needed	newsela.com	learningally.org
Teachers may use the following: -Writing Journals/Notebooks -Chrome Books	readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org	biguniverse.com readingrocket.org sharemylesson.com commonlit.org
Desired Results		
Sample question to consider for this standard: Which sentence uses the active voice?		

[L 8.4](#) 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i>		
<i>L 8.4.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.</i>		
<i>L 8.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a words (e.g., precede, recede, secede).</i>		
<i>L 8.4.C Consult reference and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech.</i>		
<i>L 8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why do readers need to pay attention to a writer's choice of words?</i> <i>To what extent does knowledge of etymology enlarge the scope of one's</i>	<i>Students will understand that:</i> <i>-Words powerfully affect meaning</i> <i>-Knowledge of language assists in learning new words and their multiple meanings</i>	<i>To assist in meeting this standard, students may:</i> <i>-Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc.</i> <i>-Construct meaning of words based on context clues provided within the given passage</i> <i>-Create bookmarks that identify multiple strategies students can use</i>

<p>Change the scope of one's vocabulary? How does knowledge of language assist in drawing multiple meaning of words and phrases?</p>	<p>and their multiple meanings through the use of context, patterns of word changes, and resources</p>	<p>create bookmarks that identify multiple strategies students can use when determining the meaning of words (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary) -Create a PowerPoint to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes -Collaborate to navigate and explain how to use various reference sites such as dictionary.com -Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes</p>
<p>Content Statements</p>		
<p>Students will understand that: -Use both written and on-line resources to examine how varying vocabulary helps present ideas in a more constructive manner -Determine the proper part of speech which will effectively convey their intended message</p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may: -Create Vocabulary stories -Create a podcast -Use exit slips</p>		<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>
<p>Equipment Needed</p>		<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Teachers may use the following: -Writing Journals/Notebooks -Chrome Books</p>		
<p>Desired Results</p>		
<p>Sample question to consider for this standard: Which word in the passage is based on the Latin root that means "to turn or roll?"</p>		

L.8.5 | 2018

<p>Domain: Language</p>
<p>Cluster: Vocabulary Acquisition and Use</p>

<p>Standards: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 8.5.A Interpret figures of speech (e.g., verbal irony, puns) in context. L 8.5.B Use the relationships between particular words to better understand each of the words. L 8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is figurative language essential to written creativity? How do good readers construct meaning from text?</p>	<p>Students will understand that: -Knowledge of figurative language, word relationships, and nuances in word meanings aids in communication and analysis skills</p>	<p>To assist in meeting this standard, students may: -Create a skit enacting the meaning of an idiom -Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side -Describe sensory details of a particular type of object utilizing specific forms of figurative language with his/her song lyrics -Compare and contrast how connotation and denotation changes the meaning of a sentence</p>
Content Statements		
<p>Students will be able to: - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -Generate writing samples that effectively utilize literary devices -Responses to literature that demonstrate understanding of how literary devices enhance writing/meaning of a passage -Oral presentation utilizing technological tools highlighting creative use of literary devices</p>		<p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p>
Equipment Needed		<p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p>
<p>Teachers may use the following: -Writing Journals/Notebooks -Internet -Chrome Books</p>		
Desired Results		
<p>Sample question to consider for this standard: The author uses the word <u>promise</u> in this line to suggest?</p>		

Cluster: Vocabulary Acquisition and Use		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>To what extent does word choice affect one's intended message?</i>	<i>Students will understand that: -Academic and domain specific words enable individuals to effectively expand their communication and comprehension</i>	<i>To assist in meeting this standard, students may: -Collaborate in small groups to use domain specific vocabulary to construct a summary or story -Create a speech appropriately applying domain specific vocabulary -Engage in completing concept webs (KWL Charts)</i>
Content Statements		
<i>Students will be able to: -Academic and domain specific words to effectively communicate</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Create a speech appropriately applying domain specific vocabulary -Create a PowerPoint presentation to augment speech</i>		achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org
Equipment Needed		kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org
<i>Teachers may use the following: -Writing Journals/Notebooks -Chrome Books</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		