

**Course Numbers**

* LA801/802
* LA801IB/802IB
* LA8010/8020
* LA8010IB/8020IB

**Eighth Grade ELA**

2019-2020

*Middle School. 8th grade language arts, often called ELA8, is the Des Moines Public Schools core curricular course for students in 8th grade in the study of reading, writing, speaking, and listening. Students grapple with increasingly complex texts in both fiction and non-fiction genres while studying the craft of skillful authors. Additionally, students in ELA8 focus their writing efforts on argumentative writing as they learn to become more effective communicators and critical consumers of information.*

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” | |

**Our purpose in collecting a body of evidence is to:**

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Unit** | **Estimated Duration** | **Content Standards** | **Grading Topics** | **Extended Topics** |
| **Unit One:**  ***Elements of Literature*** | *12 weeks* | * Reading Literature 2 | * Analyzing Theme | *Collected and Reported*   * Constructing Writing *[W4, W5, W6]* * Utilizing Text Evidence *[RI1, RL1]* * Collaborating in Discussions *[SL1]* * Mastering Vocabulary *[RL4, RI4, L4]* * Applying Grammar and  Mechanics 1 *[L1, L2]*   *Collected and Reported* ***UNSCORED***   * Comprehending Text *[RL10, RI10]* |
| * Reading Literature 3 * Reading Literature 6 | * Analyzing Story Elements |
| **Unit Two:**  ***Making Meaning*** | *6 weeks* | * Reading Literature 5 * Reading Information 5 * Reading Information 9 | * Analyzing Text Structure |
| **Unit Three:**  ***Argument*** | *6 weeks* | * Reading Information 2 * Reading Information 3 | * Analyzing Central Ideas | *Collected and Reported*   * Constructing Writing *[W4, W5, W6]* * Utilizing Text Evidence *[RI1, RL1]* * Applying Grammar and  Mechanics 2 *[L1, L2]* * Collaborating in Discussions *[SL1]* * Comprehending Text *[RL10, RI10]* * Mastering Vocabulary *[RL4, RI4, L4]* |
| * Reading Information 6 * Reading Information 8 | * Evaluating Arguments and Purpose |
| **Unit Four:**  ***The Author’s Craft*** | *12 weeks* | * Writing 1 | * Writing Arguments |

\*Timelines are indicators but not requirements of time spent. Teachers may move fluidly through topics as they see fit within a semester. Topics are arranged in this format for best possible overlap and connections of content.

**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way.This damages the resale value of the book and diminishes our investments.

Teachers should not initiate a transfer request in Infinite Campus without the express permission of the building textbook manager or the curriculum coordinator.

**Extended Topics**

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| **Organizing Principles:**  Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year. |
| **Considerations**  **Comprehending Text**  Evidence for this topic is collected three times per year using the MAP test. The Lexile score that results from this test should be translated to an SRG score using this scale. Teachers should assign a Topic Score based on the highest Lexile score earned on the MAP over the course of the year. In the first semester, this score does not contribute to the letter grade; it factors into the grade at the end of semester two only.  **Mastering Vocabulary**  This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked.  **Applying Grammar and Mechanics**  This scale has a tight vertical alignment with other courses. Be advised that the instruction of isolated skills, such as the basics of parts of speech, should be provided only when absolutely required—the emphasis in each grade level should be only those supporting skills required to help students access and achieve the Level 3 Learning Targets assigned to each semester.  **Constructing Writing**  This topic is used specifically when either revising work generated by a different writing standard or when assessing writing that is not covered by the course’s other writing topics.  **Collaborating in Discussions**  Use this scale when students are working in groups to process reading topics throughout the course. Strategies such as defined student roles and Socratic seminars help facilitate the collection of this evidence.  **Utilizing Text Evidence**  The use of text evidence is vital for the success of all topics. This topic will be reported in both semesters and allow teachers to capture evidence and learning of strong use of textual evidence throughout all topics of instruction. |

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| **Constructing Writing** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   * **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience * **Create** an organizational structure that logically sequences claims and helps accomplish the purpose * **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience. * **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. * **Apply** the stylistic conventions and expectations of the task or genre * Use technology to **produce**, **publish**, and **present** individual or shared writing products in response to ongoing feedback, including new arguments or information | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**  Students demonstrate they have the ability to:   * Describe the task, purpose, and audience for a given writing task * Produce writing that attends to the requirements of a specific task or prompt * Produce writing for a specific purpose * Produce writing with a specific audience in mind * Produce writing with organization (a clear beginning, middle, and end) * Produce writing with consistent style (formal or informal) * Plan the development of writing using a template or graphic organizer |
| **Standard Language: CCSS ELA W.8.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Standard Language: CCSS ELA W.8.5**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **Standard Language: CCSS.ELA-LITERACY.W.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | | |

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| **Ideal Student Experience:**  Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester. | | **Teacher Clarifications**  **Development**: Is able to effectively arrange examples, support, and details into paragraphs. Is able to draw support from numerous sources or varying places within a source as required.  **Organization**: Is able to vary transitions to move from one idea to the next and create a sense of flow from beginning to end.  **Style**: Is able to vary sentence length and structure and make strong word choices, especially verbs.  **An 8th grade student should be given opportunities for extended writing that reach 2 pages in length.** | | |
| **Academic Vocabulary**  Development, Organization, Style, Task, Purpose, Audience | | **Additional Resources**  No Red Ink Premium: Writing Coach | | |
| **Utilizing Text Evidence** | | | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Support** analysis with inferences and evidence paraphrased from text 2. **Support** analysis with inferences and evidence cited directly from text 3. **Distinguish** between relevant and irrelevant evidence in a text | | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * **Describe** what a text says explicitly * **Draw** logical inferences from the text |
| **Standard Language: CCSS ELA RL.8.1**  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **Standard Language: CCSS ELA RI.8.1**  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |

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| **Multiple Opportunities:**  Students should be able to circle back throughout the year.  **Collaborating in Discussions** explicitly builds on these skills, and inferences and evidence are an essential part of the context-dependent portions of **Mastering Vocabulary**.  This topic establishes the baseline for the way that argumentative claims can and will be supported with evidence (and commentary/explanation) in Unit 3, and it may be wise to emphasize this early on to set the proper tone for students. | **Teacher Clarifications**  Target 3B requires students to use MLA in-line citation format (following the quote with author name and page number or setting up the quote with author name and then following with page number in parentheses). Single page or website sources do not require the page number, though the root of the URL may be appropriate (ex: CNN.com) |
| **Academic Vocabulary**  Cite, Explicit, Inference, Textual Evidence, Paraphrase, Relevant, Irrelevant | **Additional Resources** |

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| **Applying Grammar and Mechanics** | | | |
| **4** | | **3** | **2** |
| **LEARNING GOAL** |
| **Semester 1** | ***Students:***   1. Delete commas in long or complex sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by *and*) 2. Recognize and correct inappropriate uses of colons and semicolons 3. Use punctuation to set off complex parenthetical elements 4. Use apostrophes to form simple possessive nouns | ***Students:***   1. Delete apostrophes used incorrectly to form plural nouns 2. Use commas to avoid misunderstandings (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible, to set off simple parenthetical elements) 3. Use appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) | ***Students:***   1. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, and obviously faulty subordination and coordination of clauses 2. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 3. Use appropriate punctuation in a series of items (e.g. coordinative adjectives) |
| **Semester 2** | ***Students:***   1. Recognize and correct errors in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases) 2. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence 3. Form simple and compound verb tenses, both regular and irregular, including forming verbs by using have rather than of (e.g., *would have gone*, not *would of gone*) 4. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences 5. Recognize and correct vague and ambiguous pronouns | ***Students:***   1. Recognize and correct major problems in sentence structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) 2. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., “He is the oldest of my three brothers”) 3. Ensure subject-verb agreement when there is some text between the subject and verb | ***Students:***   1. Determine whether an adjective form or an adverb form is called for in a given situation 2. Ensure straightforward subject-verb agreement 3. Ensure straightforward pronoun-antecedent agreement 4. Use prepositions in simple contexts 5. Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, its and it’s, effect and affect, whose and who’s) |

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| **Ideal Student Experience:**  Students should be able to demonstrate mastery of a skill in their own writing. Isolated practice and assessment of grammar skills is acceptable if students are also provided authentic opportunities to apply these skills. No Red Ink or other grammar tools should be used in conjunction with quality teacher led instruction and authentic assessment. | **Teacher Clarifications**  The design of this scale is to demonstrate vertical articulation. The level 2’s indicate the skills required to meet proficiency at the grade below. The level 4’s indicate the skills required to meet proficiency in the grade following. |
| **Academic Vocabulary** | **Additional Resources**  No Red Ink Premium  [NRI & DMPS Pacing Guide](https://livedmpsk12ia-my.sharepoint.com/:w:/g/personal/alyssa_mcdonald_dmschools_org/EZH5_0XZuBxNppoEBH87enQBI_2DI1AuTlmZeDOsSx0mnQ)  Chompchomp.com  *Writing With Power* textbook  *The Common Core Grammar Toolkit,* Sean Ruday |

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| **Mastering Vocabulary** | | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)** | | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * **Consult** reference materials, both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech * **Verify** the preliminary determination of the meaning of a word or phrase |
| **Semester 1**  *Students demonstrate they have the ability to:*   1. **Determine** figurative, connotative, and technical meanings of words 2. **Use** common Greek or Latin affixes and roots as clues to the meaning of a word | **Semester 2**  *Students demonstrate they have the ability to:*   1. **Use** context as a clue to the meaning of a word or phrase 2. **Analyze** the impact of a specific word choice on meaning and tone in a text, including analogies or allusions to other texts |
| **Standard Language: CCSS ELA RL.8.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **Standard Language: CCSS ELA RI.8.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **Standard Language: CCSS ELA L.8.4**  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. | | | |

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| **Multiple Opportunities**  Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined using the three most recent assessments—this sort of Process-Based grading is a way to pull a grade at any given time while also requiring students to continuously work to keep up with vocabulary acquisition. | **Teacher Clarifications**  Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are **OPTIONAL** but could be a powerful routine homework assignment for your class. In such a case, consider assigning one unit per week and connecting students to materials either through print-outs or an online platform such as Canvas.  ONLY REPORT ON THE 2 LEARNING TARGETS ASSIGNED TO EACH SEMESTER |
| **Academic Vocabulary**  Technical, Context, Affix, Root, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form, Analogy, Allusion | **Additional Resources**  If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking [HERE](https://www.prestwickhouse.com/quizlet/vocabulary-from-latin-and-greek-roots).  *Note: Grade 8 uses Book III (the Quizlet page labels that book as Grade 9)* |

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| **Comprehending Text** | | | | | | |
| **4**   * Read text at the **1231+** Lexile level (Advanced)   RIT Range **242+** | **3.5**   * Read text at the **1141-1230** Lexile level (Proficient)   RIT Range **230-241** | **3**   * Read text at the **1051-1140** Lexile level (Proficient)   RIT Range **225-229** | **2.5**   * Read text at the **961-1050** Lexile level (Basic)   RIT Range **220-224** | **2**   * Read text at the **871-960** Lexile level (Basic)   RIT Range **215-219** | **1.5**   * Read text at the **475-870** Lexile level (Below Basic)   RIT Range **193-214** | **1**   * Read text at the **BR-474** Lexile level (Below Basic)   RIT Range **100-192** |
| **Standard Language: CCSS ELA RL.8.10**  By the end of grade 8, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.  **Standard Language: CCSS ELA RI.8.10**  By the end of grade 8, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | | | | | | |

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| **Multiple Opportunities**  This topic should be assessed three times over the course of the year. Students will always be given a score based on their best performance among those three tests (even if the best result is the first one).  ***Reading comprehension increases only by continued exposure to grade-level complex texts in both fiction and non-fiction formats. Students should be responsible for individual reading of texts, avoiding teacher read-aloud for extended lengths.***  [**Middle School Assessment Calendar**](http://data.dmschools.org/uploads/1/3/3/6/13361550/19-20_middle_assessment_calendar.pdf) | **Teacher Clarifications**  This topic is posted in Semester 1 (where it does not factor into the grade) and in Semester 2 (where it **does** factor into the grade). To determine a student’s final grade, use the highest of the 3 scores, regardless of when that score was achieved.  To see a student’s Lexile score in MAP, log into the MAP system and look at the *Class Report*. Another way to see the scores (which will show all scores earned for the year) is to use the MAP Student Detail report in Tableau.  But why are we grading MAP? Why aren’t we using any other BOE’s? We must assess a student’s ability to read. We must clearly communicate through their grade their ability to perform on grade level. Keeping it in a separate category provides opportunities for students to demonstrate other skills to mastery, even if reading ability is not proficient. MAP is our objective measurement tool that eliminates the variability of teacher created comprehension assessments. |
| **Academic Vocabulary** | **Additional Resources**  As you select all texts for instruction, determine the level of complexity in conversation with your PLC. Norming around what grade-level complex texts are will be the way to make progress in this standard.  [Rubric to Assess Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Text_Complexity_Qualitative_Measures_Lit_Rubric_2.8.pdf)  [Rubric to Assess Non-Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf) |

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| **Collaborating in Discussions** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly:***   * **Come to discussions prepared**, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic or text to probe and reflect on ideas under discussion * **Pose questions** that connect ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas * **Acknowledge new information** expressed by others and, when warranted, qualify or justify their own views in light of evidence presented | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * **Follow** rules for collegial discussions and decision-making, **track** progress towards specific goals and deadlines, and **define** individual roles as needed * **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner * **Prepare** for participation in a discussion |
| **Standard Language: CCSS ELA SL.8.1**  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. | | |

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| **Multiple Opportunities**  The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic and the associated reading topic. | **Teacher Clarifications**  **This topic is posted in both Semester 1 and Semester 2.**  Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment.  When helping to unpack the expectations of this topic with students, some teachers found the following language helpful. This cannot be learning target language, but could have a place in success criteria:   * *Read critically and for comprehension, come prepared with evidence and reflections, and use them in the discussion* * *Ask questions and make connections among the ideas of other speakers* * *Make inferences and draw conclusions, respond to other speakers with relevant evidence, observations, questions, and ideas* * *Give and receive meaningful feedback with an open mind and be ready to defend my point of view* |
| **Academic Vocabulary**  Prepare, Pose, Reflect, Acknowledge, Qualify, Justify | **Additional Resources** |

**Unit 1: Elements of Literature**

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| **Organizing Principles**  A longer unit focused on analysis of literature. This unit should include a novel or literature circle to give  students rich and substantive text upon which to base their analyses. | | | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 8th grader should be exceeding 1000L to be proficient in comprehending texts. | | | |
| **Full-Length Texts**  *Touching Spirit Bear,* *Ben Mikaelsen (730L)*  *Catching Fire,* Suzanne Collins (820L)  *Nothing But the Truth, Avi (NP)*  *Crossing the Wire,* Will Hobbs (670L)  *The Giver,* Lois Lowery *(760L)*  *The Adoration of Jenna Fox,*  Mary E. Pearson  *Unwind,* Neal Shusterman (HL740L)  *Peak,* Roland Smith (760L)  *Red Glass,* Laura Resau (800L)  *Endangered,* Eliot Schrefer (900L)  *Ready Player One*  ( | | **Short Texts**  *The Elevator (p.27)*  *Raymond’s Run (p.32)*  *The Tell-Tale Heart (p.76)*  *The Treasure of Lemon Brown (p.168)*  *The Monkey’s Paw (p. 358)*  *Abuela Invents the Zero (p.445)*  *Pandora’s Box (p.454)*  *The Old Grandfather and His Little Grandson (p.462)*  *The Wise Old Woman (p.466)*  *The Ransom of Red Chief (p.46)* | |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | | | |
| **Analyzing Text Evidence**  [**ELA8-ATEv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA8/ELA8%20Assessments/ELA8-ATEv8.docx?web=1) | **Analyzing Theme**  [**ELA8-ATv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA8/ELA8%20Assessments/ELA8-ATv8.docx?web=1) | | **Analyzing Story Elements**  [**ELA8-ASEv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA8/ELA8%20Assessments/ELA8-ASEv8.docx?web=1) |

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| **Analyzing Theme** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Determine** a theme of a text 2. **Analyze** the relationship between theme and the characters, setting, and plot in a text | **LEVEL 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * **Determine** a theme in a text |
| **Standard Language: CCSS ELA RL.8.2**  Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | | |

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| **Multiple Opportunities:**  Short papers in response to theme might be ideal evidence for the **Constructing Writing** topic, and conversations on the matter are well suited to **Collaborating in Discussions** tasks. The language of some stories may support the **Mastering Vocabulary** as well. | **Teacher Clarifications**  Theme at this level is a statement, not a single word—be sure to elicit more complex theme statements from students in order to facilitate the level of analysis required. |
| **Academic Vocabulary**  Theme | **Additional Resources** |

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| **Analyzing Story Elements** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how dialogue moves the story forward and provokes characters to make decisions 2. **Analyze** how events move the story forward and provoke characters to make decisions 3. **Analyze** how differences in points of view between characters create such effects as suspense and humor | **LEVEL 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * **Identify** significant dialogue or events in a work of literature * **Identify** how dialogue or events reveal information about a character * **Determine** different points of view within a story |
| **Standard Language: CCSS ELA RL.8.3**  Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  **Standard Language: CCSS ELA RL.8.6**  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. | | |

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| **Multiple Opportunities:**  Short papers in response to story elements are ideal evidence for the **Constructing Writing** topic, and discussions on literature are always good **Collaborating in Discussions** tasks. The language of some stories may support the **Mastering Vocabulary** as well.  Depending on approach, this topic may recur in Unit 4. | **Teacher Clarifications**  Pay particular attention to target 3C—this is notably new at 8th grade and is extremely foundational to high school course work. |
| **Academic Vocabulary**  Characterization, Conflict, Dialogue, Protagonist, Antagonist, Suspense, Tone | **Additional Resources** |

**Unit 2: Making Meaning**

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| **Organizing Principles**  **A shorter unit focused on analyzing how the structure of a text contributes to its overall meaning**  **and development of plot. Continued use of novels from Unit 1 may serve as the groundwork for**  **analyzing text structure but may also include short fiction and non-fiction.** | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 8th grader should be exceeding 1000L to be proficient in comprehending texts. | |
| **Full-Length Texts** | **Short Pieces**  *The Spider Man Behind Spider-Man (p.884)*  *Robo-Legs (p.928)* |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Analyzing Text Structure**  [**ELA8-ATSv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA8/ELA8%20Assessments/ELA8-ATSv8.docx?web=1) | |

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| **Analyzing Text Structure** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how the differing structure of two or more texts contributes to the meaning of each text 2. **Analyze** in detail how specific sentences and paragraphs develop and refine key concepts in a text 3. **Analyze** the impact of how an author structures a text, including analogies & allusions to other texts | **Level 2: (PT)**  ***Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.***  **Guiding Question for the PLC to complete this process:**   * ***What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?***   **Possible Level 2 Guidance:**   * **Recognize** signal words or phrases associated with text structure (examples: following, compared with, therefor, as a result of) in a text * **Describe** the structure of a specific paragraph in a text and the text as a whole |
| **Standard Language: CCSS ELA RL.8.5**  Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  **Standard Language: CCSS ELA RI.8.5**  Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  **Standard Language: CCSS ELA RI.8.9**  Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | | |

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| **Multiple Opportunities**  As the final topic of the year, there can (and should) be many ways to connect to the **Constructing Writing**, **Applying Grammar and Mechanics**, and especially the **Collaborating in Discussions** topics.  It may be beneficial to cycle back to a number of previous topics as part of an in-depth study of this topic. | **Teacher Clarifications**  Note that target 3C requires students to compare multiple texts to one another. This could set up a Decision-Making type of Level 4 task.  7th grade discusses basic non-fiction text structure (i.e. cause/effect, sequence etc.). 8th grade can move into structures such as parallel plot, pacing, flashback, and transitions as it impacts fiction writing differently |
| **Academic Vocabulary**  Structure, Meaning, Refine, Interpretation | **Additional Resources** |

**Unit 3: The Author’s Craft**

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| **Organizing Principles**  An open unit designed to flexibly give up time to the meatier Argument unit after it, Unit 3 can be the  home of a novel study with text rich in complex language or a place for further work on non-fiction.  The focus is on an analysis of central idea and how an author develops these ideas over time.  This unit also provides ample opportunity for re-teaching and re-testing of previous topics. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 8th grader should be exceeding 1000L to be proficient in comprehending texts. | |
| **Full Length Texts**  *The Giver,* Lois Lowery (760L)  *Animal Farm,* George Orwell (1170L) | **Short Texts**  *Flowers for Algernon (p.188)*  *Charly (p.216)*  *The Lesson of the Moth (p.596)*  *Identity (p.601)* |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Analyzing Central Idea**  [**ELA8-ACIv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA8/ELA8%20Assessments/ELA8-ACIv8.docx?web=1) | |

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| **Analyzing Central Idea** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** development of a central idea over the course of a non-fiction text, including its relationship to supporting ideas 2. **Provide** an objective summary of a text 3. **Analyze** how a text makes connections among and distinctions between individuals, ideas, and events | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * **Determine** central idea of a non-fiction text * **Recognize** examples of irrelevant or unimportant details in isolation * **Identify** the use of comparisons, analogies, or categories in a text |
| **Standard Language: CCSS ELA RI.8.2**  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **Standard Language: CCSS ELA RI.8.3**  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | | |

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| **Multiple Opportunities**  Students have many purposes for **Collaborating in Discussions** and many opportunities for **Mastering Vocabulary** during the study of this topic. **Constructing Writing** would be a natural method of collecting evidence on student understanding of the topic as well.  This topic may recur in Unit 3 when engaging in **Evaluating Arguments and Purpose** tasks. | **Teacher Clarifications**  Note that this topic is rather expanded from previous versions—since it stands alone in Unit 2, there should be an opportunity to more fully unpack these analytical skills with students to set them up for success in the subsequent unit. |
| **Academic Vocabulary**  Analyze, Central Idea, Objective, Summary, Connections, Distinctions, Analogies | **Additional Resources** |

**Unit 4: Argument**

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| **Organizing Principles**  A robust unit focused on how argument works and is successfully made, this unit has many opportunities for  larger project-driven work, from research to presentations, but all things work in service of argument, claims, and evidence. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 8th grader should be exceeding 1000L to be proficient in comprehending texts. | |
| **Full Length Texts**  *I Am Malala,* Christina Lamb and Malala Yousafzai (1000L)  *Nothing But the Truth,* Avi (NP)  *The Hunger Games,* Suzanne Collins (810L)  *Unwind,* Neal Shusterman (HL740L) | **Short Texts**  *Zoos (p.968, 974)*  *Dodgeball in Physical Education (p.984)* |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |

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| **Evaluating Arguments and Purpose**  [**ELA8-EAPv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA8/ELA8%20Assessments/ELA8-EAPv8.docx?web=1) | **Writing Arguments**  [**ELA8-WAv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA8/ELA8%20Assessments/ELA8-WAv8.docx?web=1) |

**Recommended Academic Literature:** Looking for professional reading to support your own understanding of argumentative writing and analysis? Check out these great resources.

*They Say / I Say: The Moves That Matter in Academic Writing* by Cathy Birkenstein & Gerald Graff

(There are 4 editions of this. All are excellent extensions to the conversation)

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| **Evaluating Arguments and Purpose** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Evaluate** whether the reasoning is logical in a specific claim or an entire argument 2. **Evaluate** whether the evidence is sufficient in a specific claim or an entire argument 3. **Analyze** how an author acknowledges and refutes counterclaims in an argument 4. **Analyze** how two or more texts provide information on matters of facts or interpretation of the same topic | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * **Delineate** the argument and specific claims in a text * **Determine** an author’s point of view or purpose in a text * **Compare** the structure of two or more texts |
| **Standard Language: CCSS ELA RI.8.6**  Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  **Standard Language: CCSS ELA RI.8.8**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | | |

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| **Multiple Opportunities**  Writing in regards to the effectiveness of arguments can generate **Constructing Writing** evidence and, in the process, also create opportunity for both **Applying Grammar and Mechanics** and **Collaborating in Discussions**.  Among the most logical connections with this topic is to have students evaluate the effectiveness of their own **Writing Arguments** tasks. | **Teacher Clarifications**  Seventh grade is the first time that the study of argument starts to account for the opposing perspective—counterclaims. It is important students come away with an idea of how effective writers rebut these alternate claims. |
| **Academic Vocabulary**  Argument, Claim, Evaluate, Reasoning, Logical, Sufficient  Note that a piece will have just one argument and often several claims. | **Additional Resources**  Procon.org and SIRS (in the Heartland database collection) are both excellent resources for gathering materials for the study of this topic. |

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| **Writing Arguments** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to write multi-paragraph arguments to support claims with clear reasons and relevant evidence. These texts:***   1. Introduce the argument and claims 2. Acknowledge and refute a counterclaim within the argument 3. Organize reasons and evidence logically 4. Support claims with logical reasoning and relevant evidence drawn from accurate, credible sources 5. Use transitions to create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence 6. Establish and maintain a formal style 7. Provide a conclusion that supports the argument | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Write a claim on a topic and relevant reasons/examples to support that claim * Generate relevant counterclaims * Write a concluding statement * Write a paragraph with a clear claim and supporting evidence * Write a paragraph that presents and refutes a counterclaim |
| **Standard Language: CCSS ELA W.8.1**  Write arguments to support claims with clear reasons and relevant evidence. | | |

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| **Multiple Opportunities**  Revision of argumentative writing can provide evidence for **Constructing Writing**. Writing should showcase a student’s grammar and mechanics, creating opportunities to measure **Applying Grammar and Mechanics** as well. | **Teacher Clarifications**  Students should complete several drafts of this paper if possible—each draft is a piece of evidence. **While the basic expectation of 8th grade extended writing is “multi-paragraph” in length, a fully revised piece should reach 2 pages as a minimum length.** To make this happen, you will likely need to start instruction on this topic early in the unit. |
| **Academic Vocabulary**  Clarify, Counterclaim, Credible, Refute | **Additional Resources** |