

Year Plan
8th Grade ELA

Priority Standards:

1. **RL.1/RI.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.
2. **RL.2RI.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, its relationship to supporting ideas; provide an objective summary of the text.
3. **W.1** - Write arguments to support claims with clear reasons and relevant evidence.
4. **W.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
5. **W.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. **W.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7. **SL.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.
8. **SL.4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
9. **L.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
10. **L.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

Quarter 1 DSA: Speech - W.1, W.4, W.8, SL.4

Anchor Texts: "Tell-Tale Heart" by Edgar Allan Poe; "What is the Horror Genre?" by Sharon A. Russell
Close Readers: "The Outsider" by H.P. Lovecraft; "Frankenstein" by Edward Field; "Man-Made Monsters" by Daniel Cohen
Other Texts: "The Monkey's Paw" by W.W. Jacobs; Graphic Novel of Various Edgar Allan Poe Short Stories

Pre-assessments: Writing Practice; Genre KWL; Various introductions to reading materials; Impromptu Speeches
Formative Assessments: CORNELL Notes; Rough Draft/ Writing Process; Research Check-in; Socratic Seminars/ Small-group Discussions; Impromptu Speeches
Summative Assessments: PT:A-Deliver a Persuasive Speech; PT:B-Write a Literary Analysis; Various Vocabulary quizzes; "Tell-Tale Heart" Socratic Seminar

Reoccurring Vocabulary:
Convention - a practice or procedure widely used by a group; a custom
Predict - to tell about in advance, especially on the basis of special knowledge
Psychology - the study of mental processes and behaviors
Summary - a condensed, or shorter, report that includes main points of a text or event
Technique - the systematic or orderly procedure by which a task is accomplished

Quarter 2 DSA: Expository Essay - W.2, W.4, RL.1

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<p>Anchor Text: <i>The Diary of Anne Frank</i> (play) by Frances Goodrich and Albert Hackett</p> <p>Close Reader: <i>The Diary of Anne Frank</i> (play; Act 1, Scenes 1 and 2) by Frances Goodrich and Albert Hackett</p> <p>Other Texts: “<i>Anne Frank: The Book, The Life, The Afterlife</i>” by Francine Prose; “After Auschwitz” by Elie Wiesel; Various Poems from WWII and Holocaust survivors</p>	<p>Pre-assessments: WWII and Holocaust Wiki creation; Anne Frank KWL; What is Literary Analysis?</p> <p>Formative Assessments: CORNELL Notes; Rough Draft/ Writing Process; Socratic Seminars/Small-group Discussions</p> <p>Summative Assessments: PT:A - Write an Expository Essay; Poetry analysis and poem presentation</p>	<p>Reoccurring Vocabulary:</p> <p><i>Communicate</i> - to convey information or exchange ideas</p> <p><i>Draft</i> - early versions or stages of a written document or plan; to write such a version</p> <p><i>Liberation</i> - the act of freeing or the state of being free</p> <p><i>Philosophy</i> - The underlying theory or set of ideas related to life as a whole</p> <p><i>Publish</i> - to prepare and issue a book or other material to the public</p>
<p>Quarter 3 DSA: Personal Narrative - W.4, RL.1</p>		
<p>Anchor Texts: “My Favorite Chaperone” by Jean Davies Okimoto; <i>The Latehomecomer</i> by Kao Kalia Yang</p> <p>Close Readers: “Golden Glass” by Alma Luz Villanueva; “What to Bring” by Naisha Jackson; “Museum Indians” by Susan Power</p> <p>Other Texts: <i>New Immigrants Share Their Stories</i> by directed by Lisa Gossels; “Powwow at the End of the World” by Sherman Alexie; various poems from immigrant and refugee populations</p>	<p>Pre-assessments: Analyzing structure and theme of model personal narrative; How to conduct research walkthrough/ expectation</p> <p>Formative Assessments: CORNELL Notes; Rough Draft/ Writing Process; Socratic Seminars/Small-group Discussions</p> <p>Summative Assessments: Expository Research Essay; Personal Narrative</p>	<p>Reoccurring Vocabulary:</p> <p><i>Contribute</i> - to give or supply for a common purpose</p> <p><i>Immigrate</i> - to enter and settle in a new country</p> <p><i>Reaction</i> - a response to something</p> <p><i>Relocate</i> - to move to a new place</p> <p><i>Shifting</i> - changing attitudes, judgements, or emphasis</p>
<p>Quarter 4 DSA: Multimedia Campaign - RI.1, W.8, SL.4</p>		
<p>Anchor Texts: “Marigolds” by Eugenia Collier; “When Do Kids Become Adults” from the New York Times</p> <p>Close Readers: “The Whistle” by Anne Estevis; “Identity” by Julio Noboa Polanco and “Hard on the Gas” by Janet S. Wong; “Much Too Young to Work So Hard” by Naomi Tanaka</p> <p>Other Texts: <i>The Outsiders</i> by</p>	<p>Pre-assessments: Media Campaign walkthrough/model</p> <p>Formative Assessments: CORNELL Notes; Rough Draft/ Writing Process; Socratic Seminars/Small-group Discussions</p> <p>Summative Assessments: Literary Analysis; Multimedia Campaign (Persuasive); <i>Outsiders</i> Socratic Seminar</p>	<p>Reoccurring Vocabulary:</p> <p><i>Debate</i> - to engage in arguments by discussion opposing points</p> <p><i>Deduce</i> - to reach a conclusion or decisions through reasoning</p> <p><i>License</i> - a document that us issued as proof of legal permission to do something</p> <p><i>Sufficient</i> - being enough, or as much as needed</p> <p><i>Trend</i> - the general direction of something; a current style</p>