

GRADE 8 Reading Workshop	September	October	November	December
<p>Units & Teaching Points</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> •Diagnostic ELA (2-3 times before May) •Running records •Reader's Notebook •Conferencing 	<p>Launching Reading Workshop</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> •How to establish good reading habits •Using the Reader's Notebook •Responding to literature -Paying attention to details -Rereading for Clarification -Marking Your Place -Making Connections, Criticisms, & Comments -Asking Questions and Using Quotes •Determine the meaning of unfamiliar word and phrases. •Analyze the impact of specific word choices on meaning and tone. 	<p>Fiction: Thriller and Suspense</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Identify elements of fiction: characters, setting, plot, conflict, theme, perspective (reliable vs. unreliable), style and language, quality, imagery, symbolism, use of figurative language, tone, mood, and believability. • Identify internal and external conflicts. • Identify devices employed to create tension/suspense (i.e. red herring, foreshadowing, etc.) • Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision. 	<p>Author Study : Ray Bradbury</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • How does an author's personal background relate to their work? • Define science fiction. • Determine author's purpose. • Identify common themes throughout author's works. • Use non-fiction information to analyze science fiction texts. • Analyze plausibility. • Characteristics of the genre: <ul style="list-style-type: none"> -commentary on social issues -making predictions about the future -comments on science and technology -comments on aliens or life on other worlds. • Analyze the extent to which a filmed production of a story stays faithful or departs from the text, evaluate the choices made by the director or actors. 	<p>Persuasive Writing & Speech</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Identify persuasive techniques, i.e. bandwagon, glittering generalities, straw man fallacy, propaganda, Aristotelian rhetoric. • Determine the central argument and analyzing its development. • Evaluate motives and the soundness of reasoning, relevance, and sufficiency of evidence. • Identify ways in which the author effectively engages the audience. • Analyze text vs. performance of text: intonation, facial expressions, body language, etc. • Analyze structure of text. • 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.
<p>Mentor Texts</p>	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <i>13</i> - James Howe (ed.) • <i>House on Mango Street</i> - Sandra Cisneros • <i>First French Kiss and Other Traumas</i> - Adam Bagdasarian • Selected Excerpts from <i>Boy</i> and <i>Going Solo</i> by Roald Dahl 	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <i>And Then There Were None</i> by Agatha Christie • <u>Roald Dahl</u> • <i>The Landlady</i> • <i>Lamb to the Slaughter</i> • <i>Man from the South</i> • <u>Edgar Allan Poe</u> • <i>The Tell-Tale Heart</i> • <i>The Black Cat</i> • <i>Never Bet the Devil Your Head</i> • <i>The Cask of Amontillado</i> • <u>Other short stories</u> • <i>Man in the Black Suit</i> - King • <i>The Monkey's Paw</i> - W.W. Jacobs 	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <u>Something Wicked This Comes</u> - Ray Bradbury • <i>All Summer in a Day</i> • <i>The Veldt</i> • <i>There Will Come Soft Rains</i> • <i>A Sound of Thunder</i> • <i>The Pedestrian</i> • <i>Fahrenheit 451</i> excerpts • <u>Other short stories:</u> • <i>The Fun They Had</i> - Isaac Asimov 	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <i>Gettysburg Address</i> - Abraham Lincoln • <i>I Have a Dream</i> - MLK • <i>We Shall Never Surrender</i> - Winston Churchill • <i>Fear Itself</i> - FDR • <i>Ask not what your country can do for you</i> - JFK • <i>The Entabulator</i> - Youtube.com

GRADE 8 Reading Workshop	January	February	March
Units & Teaching Points	<p>Ethics in Literature: <u>Flowers for Algernon</u></p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Determine the central idea of a text and analyze its development over the course of the text. • Determine an author’s stance on ethical issues through plot and character development. • Identify the structure of a text and its appropriateness to the subject (epistolary). • Examine character dynamics. • Research current medical advancements and their impact on human development. • Evaluate the advantages and disadvantages of medical testing, stem-cell research, mental and physical performance enhancers, etc. 	<p>Non-fiction: Informational Texts (Simulation ELA exam – grade wide)</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Features and structures (print, graphics, organizational aids, and illustrations) • Skimming and scanning • Summarize and paraphrasing • Distinguish between main ideas and details. • Distinguish between relevant and irrelevant information. • Distinguish between informational and narrative. • Note-taking and outlining • Develop questions for investigation. • Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and retaining a key concept. • Determine an author’s point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 	<p>Personal Essays & Narrative Non-Fiction</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Define memoir. • Recognize the difference between memoir and autobiography. • Revisit the distinguishing differences between narratives and informational texts. • Note emphasis on feelings more than the events themselves. • Recognize author’s experience. • Connect to author’s experience. • Explore universal themes. • Recognize author’s purpose. • Learn from author’s experience. • Note the use of sensory language/visualization.
Mentor Texts	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <u>Flowers for Algernon</u> - Daniel Keyes • <i>When Man and Machine Merge</i> <p><u>Sources</u></p> <ul style="list-style-type: none"> • www.debatepedia.com • www.procon.org • www.youtube.com - Plato’s Allegory of the Cave 	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • Critical Reading Series by Henry & Melissa Billings <p><u>Sources</u></p> <ul style="list-style-type: none"> • www.izzit.com • www.nytimes.com <p><u>Magazines</u></p> <ul style="list-style-type: none"> • <i>National Geographic Explorer</i> • <i>High Wire</i> • <i>Time</i> 	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • National Story Project’s <i>This I Believe</i> • <u>I Thought My Father Was God</u> - Paul Auster • <i>Plague of Tics</i> - David Sedaris • <i>Cookies</i> - Douglas Adams • <i>Shame</i> - Dick Gregory

<p align="center">GRADE 8 Reading Workshop</p>	<p align="center">April</p>	<p align="center">May (ELA EXAM)</p>	<p align="center">June</p>
<p>Units & Teaching Points</p>	<p>Poetry</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Why poetry? • Examine forms, narrator vs. poet, meaning and emotion, figurative language, devices, rhythm, cadence, and rhyme and sound patterns. • Evaluate authorial style and idiosyncrasies. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech in context, using the relationship between particular words to better understand each of the words. 	<p>Drama</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • How does drama differ structurally from other prose? • Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor. • Examine character development through words and actions. • Analyze narrative elements and understand drama as literature in action. 	<p>Memoir/Social Issues – Warriors Don’t Cry</p> <p><u>Teaching Points</u></p> <ul style="list-style-type: none"> • Evaluate the ways in which culture, politics, and time period affect the author of a work of nonfiction. • Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision. • Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<p>Mentor Texts</p>	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <i>The Raven</i> - Poe • <i>The Highwayman</i> - Noyes • <i>The Charge of the Light Brigade</i> - Tennyson • <i>I Know Why the Caged Bird Sings</i> - Angelou • Shakespearean Sonnets <p><u>Collections</u></p> <ul style="list-style-type: none"> • <i>The Gift of a Watermelon Pickle</i> • <i>Cool Salsa</i> - Latino Poems • <i>Nine Horses</i> - Collins • <i>Worlds Afire</i> - Janezko • <i>A Writing Kind of Day</i> - Fletcher • <i>Black Mesa Poems</i> - Baca • <i>The Dream Keeper and Other Poems</i> - Hughes 	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <i>Twelve Angry Men</i> - Rose • <i>Sorry, Wrong Number</i> - Fletcher • <i>The Monsters are Due on Maple Street</i> - Serling • <i>The Best Daddy</i> - Silverstein • <i>They’re Made Out of Meat</i> - Bisson 	<p><u>Select Readings</u></p> <ul style="list-style-type: none"> • <u>Warriors Don’t Cry</u> - Melba Pattillo Beals • <i>I Thought My Father Was God</i> - Paul Auster • Supporting articles on desegregation, Jim Crow, Brown vs. Board of Education, Emmett Till, etc.

Grade 8 Writing Workshop	September	October	November	December
Units and Writing Outcomes	Launching Writing Workshop Baseline: <i>If you really knew me...</i>	Fiction: Thriller and Suspense Thrilling, suspenseful short story (3-5 pages)	Author Study: Ray Bradbury Critical Lens Essay & Dystopian Fiction	Persuasive Writing & Speech Persuasive Essay & Presentation
Teaching Points 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.	<ul style="list-style-type: none"> • Set up writer’s notebook. • Establish writing habits. • Develop seed ideas. • Expand on seed ideas. • Use texts for models of good writing. • Use images for inspiration. • Share. • Provide constructive feedback. • Edit/peer edit. • Conference. • Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking. 	Students will produce writing in which they: <ul style="list-style-type: none"> • engage and orient the reader by establishing a context and point of view, and purposefully organize a progression of the events or experiences. • develop narrative elements (setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details. • use a variety of techniques to convey sequence in multiple story lines, shift from one time frame or setting to another, and/or show the relationships among events or experiences. • choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood. • provide a satisfying conclusion that follows from the events, experiences, or ideas. • employ various methods of building suspense. 	<ul style="list-style-type: none"> • Write informative / explanatory texts, introduce and establish a topic, and organize information under broader concepts or categories. • Develop a topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. • Use varied links and sentence structures to create cohesion and clarify information and ideas. • Use precise language and sustain a formal, objective style appropriate to the task. • Provide a conclusion that follows logically from the information or explanation presented. • Create a dystopia • Explore social issues. • Examine futurism and the accuracy of predictions. • Pros/cons of technology • Write realistically in a fantastical genre. 	Students will construct arguments in which they: <ul style="list-style-type: none"> • introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons or evidence logically to support the claim. • support the claim with logical reasoning and detailed, relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. • use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. • sustain an persuasive style and tone. • provide a concluding statement or section that follows logically from the argument. • employ Aristotelian persuasive techniques (ethos, pathos, logos). • 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.

Assessments: Running records, conferencing, writing process interviews, writing notebooks, sharing, and published pieces

Grade 8 Writing Workshop	January	February	March
Units and Writing Outcomes	Ethics in Literature: Flowers for Algernon Compare/Contrast Essay & Research Piece	Non-Fiction: Informational Texts Informative Essay	Personal Essays & Narrative Nonfiction Autobiographical Vignette (a lesson learned or significant memory)
Teaching Points	<ul style="list-style-type: none"> • Respond to literary sources, drawing evidence from the text to support analysis and reflection, as well as to describe what they have learned. • support the claim with logical reasoning and detailed, relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. • use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. • provide a concluding statement or section that follows logically from the argument. • present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. • perform a short, focused research piece in response to a question that allows for multiple avenues of exploration. 	<ul style="list-style-type: none"> • Write informative / explanatory texts, introduce and establish a topic, and organize information under broader concepts or categories. • Develop a topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. • Use varied links and sentence structures to create cohesion and clarify information and ideas. • Use precise language and sustain a formal, objective style appropriate to the task. • Provide a conclusion that follows logically from the information or explanation presented. • Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> • 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. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Develop a distinct and engaging voice in writing. • Demonstrate a command of the conventions of standard English grammar and usage when writing. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Use verbs in the active and passive voice to achieve particular effects (emphasizing action, describing a state contrary to fact, expressing uncertainty, etc).

Assessments: Running records, conferencing, writing process interviews, writing notebooks, sharing, and published pieces

Grade 8 Writing Workshop	April	May	JUNE
Units and Writing Outcomes	Poetry Poetry Portfolio	Drama One Act Plays	Memoir/Social Issues Critical Lens Essay & Six Word Memoir
Teaching Points	<ul style="list-style-type: none"> • Students will experiment with poetic devices in their own writing (consonance, assonance, alliteration, onomatopoeia, internal rhyme, end rhyme, use of white space and line breaks to create flow or elicit pauses, etc. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Use page composition to as a means to convey meaning or mood. • Experiment with various poetic forms, structures, and style. • Employ different types of rhyme scheme and meter. • 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. 	<ul style="list-style-type: none"> • Brainstorm characters/plot. • Scenes/setting changes • Establish, escalate, and resolve conflict through dialogue and action. • Adhere to structural elements of drama: <ul style="list-style-type: none"> Realistic dialogue Stage directions and purposes Narrative elements Dramatic devices, i.e. asides, soliloquies, monologues. • Perform as part of a group. • Establish unity of time, place, and action 	<ul style="list-style-type: none"> • Write informative / explanatory texts, introduce and establish a topic, and organize information under broader concepts or categories. • Draw evidence from literary and informational texts to support analysis, reflection, and research. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Develop a topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. • Use varied links and sentence structures to create cohesion and clarify information and ideas. • Use precise language and sustain a formal, objective style appropriate to the task. • Provide a conclusion that follows logically from the information or explanation presented.

Assessments: Running records, conferencing, writing process interviews, writing notebooks, sharing, and published pieces