



***MISSION***

***The Faculty and staff of Chadwick R-1 Schools in partnership with parents and the community, will establish high standards of learning and high expectations for achievement while providing comprehensive guidance for success****.*

*Subject: English*

*Grade Level:8*

*Grade: 8 Subject: English*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Time Period*** | ***GLE/******MO Standard/******Common Core*** | ***Description*** | Material/Activites & ***Assessments*** |  |  |
| ***August:***  |  | Units: Writing Process, Reading Strategies, Literature: How Do You Stay True to Yourself?:Acting on Your Values/Short Story |  |  |  |
| *August* | RL.8.10/R1D.8a-b/DOK1,2RI.8.10/R1D.8.a-b/DOK 2 | Students will read and comprehend literature (fiction and non-fiction) in the grade 6-8 text complexity band. | Review reading strategies.**--STAR test****--Buckle Down Pre-test** |  |  |
| *August* | W.8.4/W2A.8.a-b/DOK2 | Students will review and apply the five steps in the writing process. | Review and practice the writing process.***--Questioning******--Quizzes*** |  |  |
| *August* | W.8.4/W2A.8.a-b/DOK3 | Students will write an essay using the five steps of the writing process. | Topic of Choice***--Essay with all steps of process.*** |  |  |
| *August* | RL.8.2./R2C.8.a-b/DOK 2 | Review plot and determine the theme in literature. | “My Name” & “Bums in the Attic”***--Questioning******--Reading Quiz*** |  |  |
|  | RL.8.2/R1H.8.b/DOK2 | Identifying the stages of plot and making predictions about plot. | “Raymond’s Run”***--Questioning******--Reading Quiz*** |  |  |
| *August* | RL.8.2/R1H.8.i/DOK 3 | Summarizing main ideas to demonstrate comphrehension of a text. | “And Ain’t I a Woman?***--Questioning******--Summary*** |  |  |
|  | L.8.1./No Alignment/DOK 2 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. | Subjects & Predicates***--Grammar Ticket Out******--Sub./Pred. Grammar Test*** |  |  |
| *August* | L.8.2./No Alignment/DOK 1 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Capitalization & End marks; Spelling***--Proofreading Paragraph*** |  |  |
| ***September:***  |  | Units: Short Story (Con’t); Believing in Yourself/Folk Literature; Descriptive Writing; Review Eight Parts of Speech |  |  |  |
| *September* | RL.8.3/R2C.8.f-i/DOK 3L.8.5.a-c/R2/3B.8.d/DOK 2 | .Analyzing characters and making inferences about characters motivations. Understanding and identifying the use of symbolism in literature. | “The Medicine Bag”***--Questioning*** |  |  |
| September | RL.8.3/R2C.8.f-g/DOK4 | Analyze the development of characters through the behaviors, consequences of characters’ actions, and their problem-soving processes. | Tom Sawyer and “Born Worker”***--Characterization Venn Diagram & Short Response Paper*** |  |  |
| September | RL.8.1/R1H.a/DOK 3 | Create a chart citing examples of internal and external conflict. | Abuela Invents the Zero”***--Questioning******--ConflictChart*** |  |  |
| *September* | RL.8.5/R1I.8.a; R2A.8.b/DOK 4 | Analyzing setting and determining theme of two selections.Comparing writing styles | “The People Could Fly”&“The Oxcart”***--Questioning******--Literary Analysis Project*** |  |  |
| September | RL/8.9/R2C.EI.b-c/DOK 3 | Analyzing a folktale and relate its elements to modern-day texts. | “Waters of Gold”***--Discussion*** |  |  |
| *September* | RL.8.3/R2C.8.f-i/DOK 3 | Analyzing the purpose of a myth and considering the effect of point of view | Icarus & Daedalus***--Questioning******--Analysis Paragraph*** |  |  |
| *September* | RL.8.6/R2C.8.c; R2B.EI.a;/DOK 4 | Analyze how difference in point of view of characters and effect on audience or reader. | Beowulf &“Racing the Great Bear”***--Questioning******--Response Paragraph*** |  |  |
| *September* | RL.8.4/R3C.8.j/DOK 3 | Analyzing author’s styleDistinguishing denotative and connotative word meanings | “The Treasure of Lemon Brown”***--Questioning******--Con/Den Word Venn Diagrams*** |  |  |
| *September* | L.8.1./No Alignment/DOK 2 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. | Eight Parts of Speech***--Grammar Ticket Out******--Grammar Test*** |  |  |
| *September* | W.8.9.a-b/W3A.8.a-d/DOK 3 | Draw evidence from literary texts to support analysis and/or refelction. | Varied writings.***--Literary Response with textual evidence*** |  |  |
| *September* | L.8.2.a/No Alignment/DOK 2 | Use commas to separate coordinate adjectives. | Comma usage;***--Proofreading Paragraph***  |  |  |
| *September* | W.8.4/W2A.8.a-f/DOK 4 | Produce clear and coherent writing in which development, style, organization, and purpose are appropriate to the task and audience. | ***--Local Color Essay*** |  |  |
| ***October:***  |  | Units: *The Pearl*; Verbs; Writing a Narrative |  |  |  |
| *October* | RL.8.1/R2C.8.b,i/DOK 3 | Cite textual evidence of mood and foreshadowing in literature.Make inferences. | *The Pearl****--Questioning******--Mood Paragraphs*** |  |  |
| October | RL.8.4/R1E.8.a-c;R2A.8.b/DOK 2 | Identify unknown words and determine their meaning as they are used in a text; realize the impact of word choices on tone and mood of a text. | Word Wall***--Vocabulary quiz*** |  |  |
| October | L.8.6/R2/3B.8.d/DOK 2 | Acquire and use accurately general academic words. | Symbolism & Imagery in *The Pearl.****--Questioning*** |  |  |
| October | W.8.3.a-e/Aligns to multiple GLEs/DOK4 | Write a narrative to develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences. | ***--Write a short story.*** |  |  |
| *October* | L.8.2.a-c/W2E.8.d/DOK 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Spelling; Colon & Semi-colon***--Proofreading Paragraph*** |  |  |
| *October* | L.8.1.c/No Alignment/DOK 2 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. | Verbs***--Grammar Ticket Out******--Verb Grammar Test*** |  |  |
| ***November:***  |  | Units: What’s In It for You?/Informational Text; Pronouns; Expository Writing |  |  |  |
| *November* | RI.8.6/R3C.8.a/DOK 3 | Determine author’s purpose in a text and analyzing cultural context. | *I Know Why the Caged Bird Sings****--Questioning*** |  |  |
| November | *RI.8.2/R1H.8.b,i/DOK 2**R.I.8.9/R1I.8.a/DOK3* | Understanding how text features develop theme.Evaluating reliability of information based upon evidence presented | “Huge, Freed Pet Python”***--Pair/Share Present*** |  |  |
| November | *RI.8.10/R1D.a-b/DOK 2**RI.8.5/R3A.8;R3C.8.k/DOK 3* | Skimming and Scanning to locate specific information.Analyzing structure of specific paragraphs in a text, including the role of particular sentences in developing and refining a key concept. | Functional Documents***--Analysis*** |  |  |
| November |  *W.8.7/Aligns with multiple GLEs/DOK4**W.8.6/Aligns with multiple GLEs/DOK 4**W.8.5/W1A.a-e/DOK 4**SL.8.4/LS2A.5;LS2A.6/DOK 3**SL.8.5/LS2A.7/DOK 4* | Create a functional document (of a process) and present information using media. | ***--Informational Project and Presentation*** |  |  |
| *November* | L.8.1.a/No Alignment/DOK 2 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. | Gerunds***--Grammar Ticket Out******--Diamate*** |  |  |
| *November* | L.8.2.a-b/W2E.8.d/DOK 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Spelling;Comma usage***--Proofreading Paragraph*** |  |  |
| ***December:***  |  | Units: What’s Worth Fighting For?Persuasive Literature; Adjectives & Adverbs; Persuasive Speech & Advertising Project |  |  |  |
| *December* | RI.8.2/R1H.8.b,i/DOK 2 | Citing evidence that supports the theme of a text. | “Homeless”***--Quote Poster*** |  |  |
| *December* | RI.8.8/R3C.8.1;ICTL4C.8.a/DOK 3 | Determining the thesis and evaluating the argument of a persuasive document. | The Trouble with Television”***--Response Paragraph*** |  |  |
| *December* | RI.8.1/R3C.a-l/DOK 2 | Determining Text Features of Informational text. | “Saving Water”***--Questioning*** |  |  |
| *December* | RI.8.3/R3C.8.k/DOK 3 | Analyzing text structure and how the text makes connections and distinctions between individuals, idea, or events. | “Going,Going Green”***--Analysis*** |  |  |
| *December* |  RI.8.7/ICTL4A.9/DOK 3 | Understanding functional documents.Evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea. | Persuasive Functional documents ***--Questioning/Dicussion******--One Sentence Evaluations*** |  |  |
| *December* | RI.8.1/R1H.8.a-c,f-i/DOK 2 | Summarize the text using textual evidence to support ideas. | Teen Curfews***--Summary*** |  |  |
| *December* | L.8.1.a/No Alignment/DOK 2 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. | Infinitives***--Grammar Quiz*** |  |  |
| *December* | RI.8.3/R3C.8.k/DOK 3RI.8.4/R3B.8.a-e/DOK 2 | Analyze a persuasive speech.Determining theme and how text makes connections through use of figurative language. | I Have a Dream***--Literary Response Paragraph*** |  |  |
| *December* | W.8.1.a-e/aligns with multiple GLEs/DOK 4W.8.8/ICTL1A.8.a-d,g-h/DOK 3SL.8.3/No Alignment/DOK 2SL.8.4/LS2A.5;LS2a.6/DOK 3 | Write arguments to support claims with clear reasons and relevant evidence.Present to an audience of peers. | ***--Persuasive Speech*** |  |  |
| *December* | W.8.1.a-e/Aligns with multiple GLEs/DOK4 | Create an advertising campaign using logical reasoning and relevant evidence. | ***--Advertising Project*** |  |  |
| *December* | L.8.2.a-b/W2E.8.d/DOK 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Spelling;ellipses***--Proofreading Paragraph*** |  |  |
| ***January:***  |  |  |  |  |  |
|  | Units: Literature Circles; I-Search Research Project/Presentation |  |  |  |  |
| *January* |  |  |  |  |  |
| *January* | W.8.7/Aligns to multiple GLEs/DOK 4 | Conduct a short research project to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration | ***--I-Search Paper*** ***(Source Cards, Notes, etc.)*** |  |  |
| *January* | W.8.2.a-f/Aligns to multiple GLEs/DOK4 |  |  |  |  |
| *January* |  |  |  |  |  |
| ***February:***  |  | Units: *Wednesday Wars*; Clauses & Phrases; Argumentative Essay  |  |  |  |
| *February* | RI.8.4/R1E.8.a-c;R3C.8.j/DOK 3L.8.4.a-d/R1E.8.a-c/DOK 2 | 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. | *The Wednesday Wars****--Reading Summaries*** |  |  |
| *February* | W.8.1.a-e/Aligns with multiple GLEs/DOK4 | Write an argumentative paper with clear reasons and relevent evidence. | ***--Position Paper using Theme related to Wednesday Wars*** |  |  |
| *February* | SL.8.2/LS2A.8/DOK3 | Determine the purpose of information presented in diverse media formats and evaluate the motives behind its presentation. | 1960’ News Footage***--Questioning*** |  |  |
| *February* | L.8.1.c/No Alignment/DOK 2 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. | Active/Passive Voice***--Conversion Paragraph*** |  |  |
| *February* | L.8.2.a-b/W2E.8.d/DOK 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Spelling***--Spelling Quiz*** |  |  |
| ***March:***  |  | Units: How Do You Keep From Giving Up?:Project Holocaust; Simple-Compound/Complex Sentences; |  |  |  |
| *March* | *:* | Analyzing drama | The Diary of Anne Frank***--Questioning******--Dramatic Reading*** |  |  |
| *March* | SL.8.2/LS2A.8/DOK4 | Analyze the purpose of information presented in diverse media formats and evaluate the motives behind its presentation. | Holocaust Videoclip***--Questioning*** |  |  |
| *March* | W.8.6/ICTL1B.8;ICTL5C.8-b;W1A.8.a-eW.8.8/R1H.8.h/DOK 2L.8.3.a/No Alignment/DOK 4 | Create a presentation using multiple print and digital sources (including the Internet) and accurately quote or paraphrase data to inform others.Use knowledge of language and its conventions when writing and speaking. | ***--Project Holocaust*** |  |  |
| *March* |  |  |  |  |  |
| *March* | L.8.1.c/No Alignment/DOK 2 | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. | Verb Formsmoods***--Grammar Quiz*** |  |  |
| *March* | L.8.2.a-b/W2E.8.d/DOK 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | --Spelling;Punctuation Review***--Proofreading Paragraph*****--Buckle Down Post-test** |  |  |
| ***April:***  |  | Units: Outsiders; Conjunctions & Interjections; Comparison/Contrast Essay |  |  |  |
| *April* | RL.8.2/R2C.8.a/DOK 2RL.8.1/R1H.8.a-c,f-iW.8.10/W3A.8.a-d/DOK3 | Cite textual evidence that most strongly supports an analysis of what the text says as well as inferences drawn from the text concerning theme and author’s purpose. | **--STAR test***The Outsiders* |  |  |
| *April* | SL.8.a-d/No Alignment/DOK2 | Engage effectively in collaborative discussions of texts, issues, building on others’ ideas and expressing their own clearly. | ***--Discussions relating to Outsiders--stereotying in literature******--Questioning*** |  |  |
| *April* | RL.8.3/R2C.8.f-i/DOK 2 | Determine how the philosophies of a time period contribute to characterization and setting. | The 1960’s***--Timeline*** |  |  |
| *April* | RL.8.7/R1I.8.a/ICTL4.A.8/DOK 4 | Analyze the extent to which a filmed version of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors. | *The Outsiders****--Film Update Project*** |  |  |
| *April* | RL.8.6/R2C.8.c/DOK 3RL.8.4/R3C.8.j/DOK 3 | Determine the characters motivations and problem-solving processes. | *The Outsiders****--Response Paragraph*** |  |  |
| ***May*** |  |  |  |  |  |
| ***May:***  |  | Units: The Goldilocks Project/Poetry |  |  |  |
| *May* | RL.8.2/R2C.8.a;R1H.8.i/DOK 3 | Analyze the effect of the speaker in poetry. | “”Mother to Son” & “Speech to the Young…”***--Analysis Paragraph*** |  |  |
| *May* | RL.8.10/R1H.8.a/DOK 2W.8.2.a-f/Aligns to many GLEs/DOK 4 | Read and analyze poetry to communicate in writing the meaning of the texts, as well as the figurative language used. | ***--Goldilocks Poetry Project*** |  |  |
| *May* | SL.8.4/LS2A.5;LS2A.6/DOK 2 | Present findings in a focused, coherent manner with relevant evidence and well-chose details; use appropriate eye contact, adequate volume, and clear pronunciation. | ***--Present Goldilocks Poetry Project*** |  |  |
| *May* | L.8.3.a/No alignment/DOK4 | Use verbs in active/passive voice and in condition/subjunctive mood to achieve particular effects. | Verb Usage in Writing***--Conversion Paragraphs*** |  |  |