

Curriculum Map: Grade 8 ELA  
Course: Grade 8 ELA  
Sub-topic: Uncategorized

Grade(s): None specified

## **Unit: 1-Establishing a Community of Readers and Writers**

Subject: Language Arts

### **Purpose:**

The purpose of the **Establishing a Community of Readers and Writers** unit is to launch the literacy structures, strategies, and routines that will support the growth and independence of our students as readers and writers in a learning community.

### **Stage One - Desired Results**

**Enduring Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Readers and writers deepen their thinking and understanding as a result of participating in a community of learners.

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

Essential Question 1 - What supports my growth as an independent reader, writer, and thinker?

Essential Question 2 - How do literacy structures, strategies, and routines in the classroom support thinking and learning?

Essential Question 3 - How do I use listening, speaking, reading, and writing to acquire and demonstrate literacy?

### **Learning Targets:**

I can determine a distinct purpose for reading. **1.2.8.L; 1.3.8.K**

I can set personal grade appropriate goals for reading. **1.2.8.L; 1.3.8.K**

I can select texts from a wide variety of genres and text types for independent reading.**1.2.8.L/1.3.8.K**

I can read grade-level texts independently and proficiently. **1.2.8.K; 1.3.8.L**

I can engage effectively in collaborative grade level discussions on a variety of topics, texts, and issues. **1.5.8.A**

I can actively listen to analyze and synthesize ideas and positions. **1.5.8.A**

I can evaluate the soundness of a speaker's arguments and claims. **1.5.8.B**

I can evaluate whether a speaker's evidence is relevant and sufficient. **1.5.8.B**

I can present my claims and findings in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details. **1.5.8.D**

I can use appropriate eye contact, adequate volume, and clear pronunciation when speaking in a collaborative group. **1.5.8.D**

I can demonstrate audience awareness when speaking in small and large groups. **1.5.8.D**

I can identify and introduce a topic clearly when writing for a variety of purposes. **1.4.8.B**

I can use writing to deepen and organize my thinking in preparation for collaborative discussion. **1.4.8.X**

I can independently use specific comprehension strategies to self-monitor for meaning and to deepen my understanding of text. **1.2.8.K/1.3.8.I**

I can create questions while I am reading that help me refine my thinking and stay engaged with the text.

I can use my background knowledge to make relevant connections.

I can use strategies to monitor and repair my comprehension.

I can determine what's important in a text in relation to purpose, central ideas or themes.

I can draw inferences from the text that support my understanding and lead me beyond the literal level of the text.

I can summarize and synthesize as I read.

I can independently choose from a variety of appropriate comprehension strategies to create meaning and understand the text. 1.2.8.L/ 1.3.8.K

I can annotate text to actively read and show evidence of my thinking. **1.2.8.L/ 1.3.8.K**

I can cite evidence to support what the text says explicitly 1.2.8.B/1.3.8.B

I can cite text evidence to support my inferences, conclusions, and/or generalizations. 1.2.8.B/1.3.8.B

I can determine and clarify the meaning of unknown and multiple-meaning words and phrases as they are used in grade-level text by choosing an appropriate REACH vocabulary strategy or tool. 1.2.8.K/1.3.8.I

I can use:

- Resources such as a dictionary, glossary, thesaurus

- Electronic tools that are internet based dictionaries or other references

- Association with my prior word knowledge and/or knowledge of affixes and roots to understand unknown or multiple-meaning words

- Clues from the context to determine or infer word meaning

- Help from collaborative discussion with peers or conferencing with the teacher to analyze the specific meaning/use of words and phrases as they appear in a text

I can use my knowledge of prefixes, suffixes and root words to determine the meaning of an unknown word. 1.2.8.K/1.3.8.I

I can close read a text to identify and analyze key ideas and details, to analyze the craft and structure, and to integrate knowledge and ideas within and across texts. 1.2.8.L; 1.3.8.K

I can use thinking routines to deepen my understanding.

- I can use the See, Think, Wonder routine to explore a text or topic.

- I can use the Generate- Sort-Connect-Elaborate routine to map my thinking and understanding about a text or topic.

I can produce Collins Types 1, 2, and 3 writing pieces using the correct format and process.

I can use Collins Writing to deepen and demonstrate my understanding of concepts or text.

Guide for Close Reading

I can acquire and accurately use grade-appropriate vocabulary. 1.2.8.J/1.3.8.J

I can use listening, speaking, reading, and writing to deepen and demonstrate my understanding. 1.5.8.A

I can adapt my listening, speaking, reading and writing to a variety of contexts and tasks. 1.5.8.E

I can demonstrate a command of standard English conventions on grade level when speaking and writing. 1.5.8.G, 1.4.8.F/L/R

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.8.B \(Focus\)](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

[CC.1.2.8.J \(Focus\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

	comprehension or expression.
<a href="#">CC.1.2.8.K (Focus)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<a href="#">CC.1.2.8.L (Focus)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.8.B (Focus)</a>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<a href="#">CC.1.3.8.I (Focus)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<a href="#">CC.1.3.8.J (Focus)</a>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">CC.1.3.8.K (Focus)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.5.8.A (Focus)</a>	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.8.B (Focus)</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">CC.1.5.8.D (Focus)</a>	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.
<a href="#">CC.1.5.8.E (Reinforced)</a>	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.8.G (Reinforced)</a>	Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

## Unit: 2 Navigating and Understanding Informational Text

Subject: Language Arts

Purpose:	
The purpose of the Navigating and Understanding Informational Text unit is to gain and expand knowledge of the literary structures and strategies necessary to critically read and analyze informational text. Students further develop speaking and listening skills that support their understanding of and response to informational texts and literary non-fiction. Students apply and practice the craft and structure of authors of informational and literary non-fiction texts by writing a variety of informational, argumentative and literary non-fiction pieces.	
Stage One - Desired Results	
<b>Enduring Understandings:</b> What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."	<b>Essential Questions:</b> What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the

<p>Readers navigate, understand, analyze, and respond to informational text to gain and expand their knowledge of the world.</p> <p>Writers examine topics, convey information, make and support claims, and develop arguments through the stylistic and structural aspects of informational and argumentative writing.</p>	<p>unit?</p> <p>Essential Question 1 - How does the genre of a text influence how the text should be read or written?</p> <p>Essential Question 2 - What is the text about?</p> <p>Essential Question 3 - How does the author's craft and structure contribute to the meaning of the text?</p>
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**Learning Targets:**

I can establish a purpose for reading an informational or literary non-fiction text 1.2.8.L

I can determine how to read an informational or literary non-fiction text based on a specific purpose for reading. 1.2.8.L

I can determine how to read an informational or literary non-fiction text based on **the genre or type of text.** 1.2.8.L

I can identify the structural and stylistic characteristics specific to a specific genre/type of informational, argumentative and literary non-fiction writing. **1.4.8.E**

I can write informative, argumentative and literary non-fiction pieces that include structural and stylistic characteristics specific to a genre/type of writing. **1.4.8.E**

I can establish a purpose for reading an informational or literary non-fiction text 1.2.8.L

I can determine how to read an informational or literary non-fiction text based on a specific purpose for reading. 1.2.8.L

I can determine how to read an informational or literary non-fiction text based on **the genre or type of text.** 1.2.8.L

I can identify the structural and stylistic characteristics specific to a specific genre/type of informational, argumentative and literary non-fiction writing. **1.4.8.E**

I can write informative, argumentative and literary non-fiction pieces that include structural and stylistic characteristics specific to a genre/type of writing. **1.4.8.E**

I can flexibly and independently choose and use strategies and tools that support my understanding of informational text and literary non-fiction. 1.2.8.L

I can flexibly and independently choose from a range of strategies and tools those that help me to determine or clarify the meaning of unknown or multiple-meaning words. 1.2.8.K

I can determine a central idea of a text. 1.2.8.A

I can analyze the development of a central idea of a text citing text evidence to support my thinking. 1.2.8.A/B

I can analyze the relationship between a central idea and supporting ideas. 1.2.8.A

I can provide an objective summary of a text. 1.2.8.A7.

I can cite the text evidence that most strongly supports an analysis of what the text says explicitly. 1.2.8.B

I can cite the text evidence that most strongly supports my inferences, conclusions, and/or generalizations drawn from the text. 1.2.8.B

I can analyze connections and distinctions among individuals, ideas, or events in a text. **1.2.8.C**

I can evaluate whether an author's arguments, reasoning, and claims are sound. 1.2.8.H

I can evaluate whether the evidence an author uses is sufficient and relevant. 1.2.8.H

I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. **1.4.8.A**

I can identify and introduce a topic clearly, including a preview of what will follow. **1.4.8.B**

I can develop and analyze a topic with relevant details, examples, graphics, and/or multimedia. **1.4.8.C**

I can write arguments to support claims. **1.4.8.G**

I can introduce and state an opinion on a topic. **1.4.8.H**

I can acknowledge and distinguish a claim from other or opposing claims. **1.4.8.I**

I can support a claim with logical reasoning and relevant evidence from accurate, credible sources demonstrating my understanding of the topic. **1.4.8.I**

I can determine an author's point of view or purpose in a text. 1.2.8.D

I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 1.2.8.D

I can analyze the specific structure of a paragraph in a text. 1.2.8.E

I can explain how particular sentences develop and refine a key concept in a text. 1.2.8.E 5. I

can analyze how the author uses words and phrases in a text, including their figurative, connotative, and technical meanings in text. **1.2.8.F**

I can analyze how the words and phrases in a text shape meaning and tone. **1.2.8.F**

I can organize ideas, concepts, and information in a way that aids comprehension of my writing. **1.4.8.D**

I can use transitions in my writing to show relationships between ideas and concepts. **1.4.8.D**

I can use precise language and domain-specific vocabulary to explain a topic. **1.4.8.K**

I can vary the length and complexity of sentences in my writing. **1.4.8.K**

I can create tone and voice through precise word choice. **1.4.8.K**

I can create a formal style in my informative and argumentative writing. **1.4.8.K**

## **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.8.A \(Focus\)](#) 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.

[CC.1.2.8.B \(Focus\)](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

[CC.1.2.8.C \(Focus\)](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

[CC.1.2.8.D \(Focus\)](#) 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.

[CC.1.2.8.E \(Focus\)](#) Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

[CC.1.2.8.F \(Focus\)](#) Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

[CC.1.2.8.H \(Focus\)](#) Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

[CC.1.2.8.K \(Reinforced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.2.8.L \(Focus\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.4.8.A \(Focus\)](#) Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

<a href="#">CC.1.4.8.B (Focus)</a>	Identify and introduce the topic clearly, including a preview of what is to follow.
<a href="#">CC.1.4.8.C (Focus)</a>	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<a href="#">CC.1.4.8.D (Focus)</a>	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<a href="#">CC.1.4.8.E (Reinforced)</a>	Write with an awareness of the stylistic aspects of composition.
<a href="#">CC.1.4.8.F (Reinforced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.8.G (Focus)</a>	Write arguments to support claims.
<a href="#">CC.1.4.8.H (Focus)</a>	Introduce and state an opinion on a topic.
<a href="#">CC.1.4.8.I (Focus)</a>	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
<a href="#">CC.1.4.8.J (Focus)</a>	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
<a href="#">CC.1.4.8.K (Reinforced)</a>	Write with an awareness of the stylistic aspects of composition.
<a href="#">CC.1.4.8.L (Reinforced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.5.8.A (Reinforced)</a>	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.8.B (Reinforced)</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">CC.1.5.8.D (Reinforced)</a>	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.
<a href="#">CC.1.5.8.E (Reinforced)</a>	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.8.G (Reinforced)</a>	Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

# Unit: 3 Understanding and Interpreting Literature

Subject: Language Arts

## Purpose:

The purpose of the Understanding and Interpreting Literature Unit is to gain and expand knowledge of the literary structures and strategies necessary to critically read and analyze literature. Students further develop speaking and listening skills that support their understanding of and response to literature. Through writing a variety of short, literary pieces and more extensive writing in response to a narrative prompt, students apply and practice the craft and structure of authors of literature.

## Stage One - Desired Results

**Enduring Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Readers understand, interpret, and respond to literature to gain an understanding of themselves and others.

Writers develop real or imagined experiences and events through the stylistic and structural aspects of narrative writing.

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

1 How does the genre of a text influence how a text should be read or written?

2 What is this text about?

3 How does the author's craft and structure contribute to the meaning of the text?

## Learning Targets:

I can establish a purpose for reading literature or a literary text 1.3.8.L

I can determine how to read a literature text based on my purpose for reading so that I can read and comprehend the text independently and proficiently. **1.3.8.K**

I can determine how to read different genres of literature such as fiction, poetry, and drama so that I can read and comprehend the text independently and proficiently. 1.3.8.K

I can identify the structural and stylistic characteristics specific to a specific genre/type of narrative writing. **1.4.8.E**

I can write narrative pieces that include structural and stylistic characteristics of a specific literary genre/type of narrative writing. **1.4.8.E**

I can choose and use appropriate comprehension and thinking strategies that support my understanding of literature. 1.3.8.K

I can create questions during reading that will help my thinking, understanding and engagement with the text.

I can acquire and use background knowledge to make multiple relevant connections to the text that deepen understanding.

I can use strategies to monitor and repair my comprehension.

I can infer, generalize, and draw conclusions based on text evidence to make meaning and deepen comprehension of literature.

I can flexibly choose from a range of strategies and tools those that help me to determine or clarify the meaning of unknown or multiple-meaning words in literature. 1.3.8.I

I can acquire and accurately use grade appropriate academic vocabulary and domain specific words and phrases. 1.3.8.J

I can gather vocabulary knowledge important to comprehension and expression. 1.3.8.J

I can determine a theme or central idea in a literature text. 1.3.8.A

I can relate a theme or central to the characters, setting, and plot. 1.3.8. A

I can analyze the development of a theme or central idea over the course of a text citing text evidence to support my thinking. 1.3.8.A, 1.3.8.B

I can provide an objective summary of a literature text. 1.3.8.A

I can cite the text evidence that most strongly supports an analysis of what the text says explicitly. 1.3.8.B

I can cite the text evidence that most strongly supports my inferences, conclusions and/or generalizations drawn from the text. 1.3.8.B

I can analyze how the character's point of view compares to the reader's perspective. 1.3.8.D

I can write narratives to develop real or imagined experiences or events. **1.4.8.M**

I can engage and orient the reader by establishing a context, point of view and introducing a narrator and/or characters. **1.4.8.N**

I can use narrative techniques to develop an experience or character. **1.4.8.O**

I can use relevant descriptive details to capture action and convey experiences and events. **1.4.8.O**

I can draw evidence from literature to support analysis and reflection. **1.4.8.S**

I can demonstrate a grade-level command of conventions, usage, capitalization, punctuation and spelling. **1.4.8.R**

I can analyze how particular lines of dialogue or incidents in a story or drama propel the action. 1.3.8.C

I can analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of character. 1.3.8.C

I can analyze how particular lines of dialogue or incidents in a story or drama provoke a decision. 1.3.8.C4.

I can identify how the differences between the perspectives of the character and the reader create suspense or humor. 1.3.8.D

I can compare and contrast text structures to analyze how those structures affect meaning and style. 1.3.8.E

I can analyze how the author uses words and phrases in a text to shape meaning and tone in a story, drama or poem. 1.3.8.F

I can analyze the influence of figurative and connotative meanings in a text. 1.3.8.F

I can analyze how the author uses figurative and connotative meanings in a text to shape meaning and tone. 1.3.8.F

I can analyze the impact of the use of analogies and allusions on meaning and tone. 1.3.8.F

I can engage effectively in a range of collaborative discussions about literature texts, building on others' ideas and expressing my own ideas clearly. 1.5.8.A

I can delineate a speaker's argument and claims and evaluate the soundness of their reasoning and the relevance and sufficiency of their evidence. 1.5.8.B

I can present an argument and claims about a literature text in a focused coherent manner with relevant and sufficient evidence, sound, valid reasoning, and well-chosen details. 1.5.8.D

I can adapt my speech to a variety of contexts and tasks while demonstrating command of standard English conventions. 1.5.8.E 1.5.8.G

I can organize a sequence of events that unfolds naturally and logically to support my purpose. 1.4.8.P

I can provide a conclusion that follows from the events and experiences in a narrative. 1.4.8.P

I can write with an awareness of the stylistic aspects of narrative writing. 1.4.8.Q

I can use the voice and mood of verbs to achieve particular effects in my narrative writing. 1.4.8.Q

I can vary the length and complexity of sentences to add interest to my narrative writing. 1.4.8.Q

I can use precise language to create tone and mood in my narrative writing. 1.4.8.Q

I can write a grade level text-dependent analysis essay that analyzes the craft and structure of a

literature text and the impact that the craft and structure has on the meaning of the text. 1.4.8.C/D/H

## **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.8.A \(Focus\)](#) 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.

[CC.1.3.8.B \(Focus\)](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

[CC.1.3.8.C \(Focus\)](#) 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.

[CC.1.3.8.D \(Focus\)](#) 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.

[CC.1.3.8.E \(Focus\)](#) 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.

[CC.1.3.8.F \(Focus\)](#) Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.

[CC.1.3.8.I \(Reinforced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.3.8.J \(Reinforced\)](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.8.K \(Focus\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

[CC.1.4.8.M \(Focus\)](#) Write narratives to develop real or imagined experiences or events.

[CC.1.4.8.N \(Focus\)](#) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

[CC.1.4.8.O \(Focus\)](#) Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

[CC.1.4.8.P \(Focus\)](#) Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

[CC.1.4.8.Q \(Reinforced\)](#) Write with an awareness of the stylistic aspects of writing.

[CC.1.4.8.R \(Reinforced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and

<a href="#">CC.1.4.8.S</a> (Reinforced)	spelling. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<a href="#">CC.1.4.8.T</a> (Reinforced)	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.
<a href="#">CC.1.4.8.X</a> (Reinforced)	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 discipline-specific tasks, purposes, and audiences.
<a href="#">CC.1.5.8.A</a> (Reinforced)	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.8.B</a> (Reinforced)	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">CC.1.5.8.D</a> (Reinforced)	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.
<a href="#">CC.1.5.8.E</a> (Reinforced)	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.8.G</a> (Reinforced)	Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

## Unit: 4 Comparing Between and Among Texts

Subject: Language Arts

### Purpose:

The purpose of the Comparing Between and Among Texts unit is to empower students to examine, synthesize, and share information and viewpoints from all varieties of texts and media to deepen understanding of a theme, topic, or issue.

### Stage One - Desired Results

**Enduring Understandings:** What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

Readers refine their thinking and deepen their understanding of a theme, topic or issue by exploring a variety of texts and media.

Writers express their understanding of themes, topics and issues through narrative, informative,

**Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

1. How does reading across a variety of texts, formats, and media deepen and refine thinking and understanding?

2. How do the differences in authors' decisions

and argumentative writing.

about craft and structure among texts contribute to and affect meaning?

3. How can readers use and evaluate evidence from multiple texts and sources to discover the truth?

5. How can I synthesize and share my learning from multiple texts with others in my community?

### **Learning Targets:**

I can make meaningful connections between and among the texts to deepen my understanding. I can compare the author's point of view or purpose between and among two or more texts. **1.2.8.D**

I can analyze how the authors of two or more texts distinguish their opinions from one another. **1.2.8.D**

I can evaluate the advantages and disadvantages of presenting a topic through different mediums. **1.2.8.G**

I can compare the accuracy and validity of texts in other mediums to be a critical consumer. **1.2.8.I**

I can analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **1.2.8.I**

I can analyze the purpose of the information presented in diverse media formats. **1.5.8.C**

I can develop and analyze a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **1.4.8.C**

I can interact and collaborate with others as I write. **1.4.8.U**

I can 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. **1.4.8.W**

I can compare and contrast the structure of two or more texts. **1.3.8.E**

I can analyze how differing structure in two or more texts contributes to meaning and style. **1.3.8.E**

I can analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. **1.3.8.G**

I can evaluate the choices made by the directors and actors. **1.3.8.G**

I can analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings. **1.2.8.F/1.3.8.F**

I can analyze how the words and phrases the author chooses shape meaning and tone. **1.2.8.F/1.3.8.F**

I can write an essay or prepare a visual presentation that analyzes the craft and structure of two or more texts or other media.

I can write an essay or prepare a visual presentation that analyzes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

I can write an essay or prepare a visual presentation that evaluates the choices made by the directors and actors.

I can analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. **1.3.8.H**

I can analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) **1.5.8.C**

I can evaluate the motives (e.g., social, commercial, political) behind an informational

presentation. **1.5.8.C**

I can evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. **1.2.8.G**

I can write arguments to support claims. **1.4.8.G**

I can draw evidence from literary or informational texts to support analysis, reflection, and research. **1.4.8.S**

I can conduct short research projects to answer a question. **1.4.8.V**

I can synthesize and share my learning with others in my learning community (through collaborative discussion, writing, media presentations).

I can integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. **1.5.8.F**

I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. **1.4.8.A**

I can include graphics and multimedia when useful to aiding comprehension. **1.4.8.C**

I can write with an awareness of the stylistics aspects of composition. **1.4.8.E**

I can demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **1.4.8.F**

I can write narratives to develop real or imagined experiences or events. **1.4.8.M**

I can develop and strengthen writing as needed by planning, revising, editing, and rewriting. **1.4.8.T**

I can focus on my purpose and my audience. **1.4.8.T**

I can use technology to produce and publish my writing and present the relationships between information and ideas efficiently. **1.4.8.U**

I can interact and collaborate with others as I write. **1.4.8.U**

I can evaluate the motives behind my presentation of information. **1.5.8.C**

I can 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. **1.5.8.D**

I can integrate multimedia and visual displays into presentations to add interest, clarify information and strengthen claims and evidence. **1.5.8.F**

## **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.8.B](#)  
(Reinforced) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

[CC.1.2.8.D](#)  
(Reinforced) 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.

[CC.1.2.8.F](#)  
(Reinforced) Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

[CC.1.2.8.G](#) (Focus) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

[CC.1.2.8.H](#)  
(Reinforced) Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

[CC.1.2.8.I](#) (Focus) Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of

fact or interpretation.

[CC.1.2.8.J](#)  
(Reinforced)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.2.8.K](#)  
(Reinforced)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.2.8.L](#)  
(Reinforced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.8.D](#)  
(Reinforced)

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.

[CC.1.3.8.E](#) (Focus)

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.

[CC.1.3.8.G](#) (Focus)

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

[CC.1.3.8.H](#) (Focus)

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

[CC.1.3.8.K](#)  
(Reinforced)

Read and comprehend literary fiction on grade level, reading independently and proficiently.

[CC.1.4.8.E](#)  
(Reinforced)

Write with an awareness of the stylistic aspects of composition.

[CC.1.4.8.F](#)  
(Reinforced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.8.S](#) (Focus)

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

[CC.1.4.8.T](#)  
(Reinforced)

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.

[CC.1.4.8.U](#)  
(Reinforced)

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.

[CC.1.4.8.V](#) (Focus)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CC.1.4.8.W](#) (Focus)

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.

[CC.1.4.8.X](#)  
(Reinforced)

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 discipline-specific tasks, purposes, and

audiences.

[CC.1.5.8.A](#)  
(Reinforced)

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CC.1.5.8.B](#)  
(Reinforced)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[CC.1.5.8.C \(Focus\)](#)

Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

[CC.1.5.8.D](#)  
(Reinforced)

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.

[CC.1.5.8.E](#)  
(Reinforced)

Adapt speech to a variety of contexts and tasks.

[CC.1.5.8.F \(Focus\)](#)

Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

[CC.1.5.8.G](#)  
(Reinforced)

Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.