

LaGrange School District 105 8th Grade English Language Art Curriculum	
Statement of English Language Arts Philosophy Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child’s appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child’s developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.	
Instructional Practices in English Language Arts Education	
<u>Grades K - 8</u> <i>English Language Arts Classroom Practices:</i> <ul style="list-style-type: none">• Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades.• ELA Classroom Structures• Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences.• Develop a common language for literacy instruction across all grade levels.• Apply literacy skills in increasingly authentic, complex, and varied purposes.• Embrace innovative technologies that enhance the learning experience.• Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self.• Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing.• Encourage high-level thinking through questioning (i.e., Webb’s “Depth of Knowledge”).• Reading• Provide access to authentic, quality texts at differentiated levels.• Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas.• Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing.• Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.• Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.• Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade.• Writing• Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions.• Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication.• Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work.• Encourage use of evidence from literary and informational texts to support students’ interpretations and opinions.• Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience.	<u>Specific Student Groups K-8</u> <i>Practices for continual student improvement in the English Language Arts classroom:</i> <ul style="list-style-type: none">• Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English.• Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content.• Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

Common Core Standards Taught Throughout the Year

Reading Informational Text (RI) and Literature (RL)

Key Ideas and Details

- 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.
- 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.
- 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.
- RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

- 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.
- 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.
- 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.
- 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.
- 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.

Integration of Knowledge and Ideas

- RL.8.7** 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 the director or actors.
- RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RL.8.8** (RL.8.8 not applicable to literature) **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.
- RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- 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.

Range of Reading and Level of Text Complexity

- RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Language Standards

Conventions of Standard English

- L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b) Form and use verbs in the active and passive voice.
 - c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d) Recognize and correct inappropriate shifts in verb voice and mood.*
- L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b) Use an ellipsis to indicate an omission.
 - c) Spell correctly.

Knowledge of Language

- L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

- L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a) Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b) Use the relationship between particular words to better understand each of the words.
 - c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- L.8.6** 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.

Speaking and Listening Standards
<p><i>Comprehension and Collaboration</i></p> <p>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.</p> <ul style="list-style-type: none">a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>SL.8.4 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.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p>

ELA Unit 1: Informational Reading and Writing Timing: August – October
<p>Essential Questions:</p> <ul style="list-style-type: none">• Why do words matter?• What are the personal stories of the people involved in hate crimes?• What role does the media play in shaping how people see criminal cases?• What biases exist when reporting the news?• What can any of us do to prevent hate crimes from happening?
<p>Essential Vocabulary/Concepts:</p> <ul style="list-style-type: none">• Non-gendered terms• Journalistic vs narrative writing• Hate crime; bias crime
Unit 1 ELA Common Core Standards FOCUS

Reading Informational Text and Literature

Key Ideas and Details

RI.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.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.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.

ELA Unit 2: Character Counts

Essential Questions:

- Where does our sense of identity come from?
- How does environment shape our identity?
- What identities, if any, are permanent and which do we have the power to change?
- What roles do neighborhood and community play in shaping who we become?

Essential Vocabulary/Concepts:

- Theme
- Research
- Evidence
- Cite
- Collaborate
- Point of view
- Drama
- Characterization
- Symbolism

**Unit 2 ELA
Common Core Standards FOCUS**

Reading Informational Text and Literature

Key Ideas and Details

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.

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.

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.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

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.
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.

Speaking and Listening

Comprehension and Collaboration

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.

- a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Language Standards

Conventions of Standard English

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b) Form and use verbs in the active and passive voice.
- c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d) Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b) Use an ellipsis to indicate an omission.
- c) Spell correctly.

Knowledge of Language

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

- L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a) Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b) Use the relationship between particular words to better understand each of the words.
 - c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
- L.8.6** 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.

ELA Unit 3: The Holocaust

Essential Questions:

- How does hope survive in the midst of tragedy?
- What are the dangerous of people remaining indifferent to the suffering and oppression of others?
- How can people recognize the danger signals that oppression is taking place?
- If we must never forget, what do we do with the lessons and memories of the Holocaust?

Essential Vocabulary/Concepts:

- Perspective/Point-of-View
- Allegory
- Narrative Nonfiction
- Biography
- Memoir
- Holocaust
- Anti-Semitism
- Kristallnacht
- Genocide
- Extermination
- Gestapo
- SS (Schutzstaffel)
- Kapo

- Ghetto
- Labor Camp vs Concentration Camp vs Death Camp
- Einsatzgruppen
- Hidden Children
- Anne Frank
- Elie Wiesel
- Simon Wiesenthal
- Adolph Hitler
- Auschwitz
- Terezin/Theresienstadt
- Buchenwald
- Birkenau
- Treblinka
- Lodz
- Warsaw

Unit 3 ELA
Common Core Standards FOCUS

Reading Informational Texts and Literature

Key Ideas and Details

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.

Craft and Structure

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.

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.

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Integration of Knowledge and Ideas

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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.

ELA Unit 4: Dystopia

Essential Questions:

Essential Vocabulary/Concepts:

- Theme
- Research
- Evidence
- Cite
- Collaborate
- Point of view
- Drama
- Characterization
- Symbolism

Unit 4 ELA
Common Core Standards FOCUS

Reading Informational Texts and Literature

Key Ideas and Details

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Integration of Knowledge and Ideas

RL.8.8 (RL.8.8 not applicable to literature) **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.

Speaking and Listening

Comprehension and Collaboration

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- d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Presentation of Knowledge and Ideas

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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