TEACHER: Merle Faulk
SCHOOL: Riverside Middle School
ADDRESS: 615 Hammett Bridge Road, Greer, South Carolina 29650
TEACHER TELEPHONE: (864) 355-7959
SCHOOL FAX: (864) 355-7918
SCHOOL WEB ADDRESS: http://www.greenville.k12.sc.us/rms/ (This will change in January. Please consult the school's website at that time for my new address. I apologize for the inconvenience.)
TEACHER EMAIL ADDRESS: mfaulk@greenville.k12.sc.us
TEACHER WEB ADDRESS: http://sites.greenvilleschools.us/mrsfaulkrms8thgradeela/
COURSE TITLE: Language Arts Strategies (2nd, 5th & 6th Periods)
ROOM NUMBER: G-113

Course Description
Language Arts Strategies offers a high level of student support and a slower pacing of units taught. In Language Arts Strategies classes, more teacher assistance is given and assignments are often modified to fit the needs of the strategies student. A slower pace is implemented to allow students the opportunity to practice the skills multiple times. The expectations for independent reading and culminating projects are based on 8th grade level reading levels and ability.

Materials and Resources
- *Collections* by Houghton Mifflin Harcourt (textbook)
- *Daily Language Review, Grade 8*, by Evan-Moor Publishers (teacher resource)
- Class novels will be selected as time allows based on theme and class levels (*The Outsiders* & *Fire From the Rock* will definitely be read. *Eyes of the Emperor* will be read in the spring if time allows).
- One novel per month will be selected by the student for a project (7 total per year).
- Additional selections (autobiography and biography) assigned for literature circles; selected children's books, short stories, poetry, drama, and non-fiction pieces; selected videos and CDs as appropriate.

Assessing, Evaluating, and Recording Student Progress
Students are expected to participate in daily activities, and grades for class assignments will be recorded regularly in the district's PowerTeacher electronic grade book. Any "NHI" grades Need to be Handed In during this period. Parents are urged to keep a check on these grades via the Parent Portal. Please come into the school's main office to receive a password for your child if you do not currently have an active Parent Portal.

The teacher will follow the district's grading scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

The average of daily classwork, quizzes, short writing assignments, and other minor assessments will count as 50 percent of each nine-week's grade (10 to 15 each quarter). Major grades for tests, projects, and extensive writing assignments (3 to 6 each quarter) will count 50 percent of quarter 1's average. During quarters 2,3, & 4, major grades will count 47% of the average, along with a district created benchmark that counts 3% of the average. The final exam for this course (if given) will count as a major test grade in the fourth quarter average.

At least one, and possibly two, major writing projects will be assigned each term. A rubric with all or relevant criteria will be given to the student. The student's understanding of the writing process will be an essential part of the assessment; therefore, all drafts must be submitted with the final work and must show the student's conscientious effort toward revision. Students will complete a research project during the year. They also will present one or more oral reports, participate in dramatic presentations, and work cooperatively in small groups to complete assigned projects throughout the year.

Class Procedures & Discipline Policy

Procedures and policies concerning late assignments and make-up work:
In the case of an excused absence, the student must turn in written assignments within five days of the absence and, also within the five-day period, must make up after school any quizzes or tests that were administered during the absence. (The student must make arrangements with the teacher to complete the work before or after school.) If an assignment was given before the absence, the student is expected to turn in the work on the day of his or her return to school.

- All assignments will be turned in to the teacher on the appropriate day/time in order to receive full credit.
- Assignments turned in late will have a 10 point per day deduction calculated into the grade.

Procedures for preparing final drafts of written work:
- Final drafts of all major writing assignments should be typed. All pre-writing and handwritten preliminary drafts are part of the assessment and must be submitted with the final draft.
- If the student does not have access to a computer at home, the school's computer lab is open each morning for students to use. They need to simply check in at the front office and receive a pass to the "Extra Help Computer Lab."
- The teacher will not excuse work that is late due to printer problems (no ink cartridge, etc.). The student should transmit the file via email to the teacher's email address no later than the evening before the assignment is due (mfaulk@greenville.k12.sc.us). The student must also bring, on or before the assignment due date, a parent note which describes the nature/circumstances of the problem.
- When major technology problems occur unexpectedly (a computer crash, for example), the student may hand-write the composition neatly in black ink on paper. The student must submit a parent note of explanation along with the handwritten work.
- In the case of a major technology problem the evening before the due date for a lengthy paper (more than 2-3 handwritten pages), the student <u>may</u> be granted a brief extension. The student must bring a parent note of explanation <u>on or before</u> the date the assignment is due.

Discipline Policies:
The teacher will support all school policies outlined in the RMS Student Handbook and will follow the school's Four-Step Discipline Plan should problems arise throughout the year (including class tardies).

Class Rules:
All rules as conveyed in the student handbook apply in all classrooms. My personal classroom rules group these into six concise policies:
1. Be Patient
2. Be Polite
3. Be Positive
4. Be Prepared
5. Be Productive
6. Be Prompt

Consequences for Violating Class and School Rules:
Riverside Middle School has established a Four-Step Discipline Plan. The plan's steps are as follows:
Step 1: Verbal warning
Step 2: Teacher consequence; parent contacted
Step 3: Parent conference
Step 4: Referral
~Students will be asked to stay briefly after class to sign their individual plan if their behavior has earned them a "step."

Procedural Routines:
1. Wait outside in a line if previous class has not exited the classroom or if the instructor is not present.
2. Sharpen pencils before class instruction begins.
3. Put name, date, and class period on each assignment.
4. Be Polite:
      a. Raise hand and wait to be acknowledged.
      b. Do not speak while others are talking.
      c. Participate when asked or when you can contribute to the discussion.
5. Honor the Quiet Signal (in my classroom this is lights being cut out).
6. Keep your area clean.
7. Wait for teacher dismissal at the end of class.

<u>Plagiarism</u>

Ideas or work taken from others— including written work (quoted or paraphrased); theories, statistics, or formulas; pictures, graphics, and other illustrative material—must be fully and properly acknowledged in students' written, visual, and oral presentations. For eighth grade at Riverside Middle School, students who plagiarize the work of others will face serious consequences. The teacher will notify parents of any student who plagiarizes the work of others, and the student must re-do the assignment.

Communication with Parents
- The teacher will maintain open lines of communication with parents by maintaining a professional web site (assignments are posted weekly at http://sites.greenvilleschools.us/mrsfaulkrms8thgradeela/weekly-planner -- address will change in January. Please go the the school's website to access the planner at that time.), posting a comprehensive course syllabus on the school's web site, providing accurate information for regular progress reports and report cards, attending meetings scheduled through the school's Guidance Department, and responding to parent inquiries about students' academic work or behavior within 24 hours of request.
- Parents may email me at any time (mfaulk@greenville.k12.sc.us) or leave a voice message through the school's automated voice mail system (355-7959).
- My planning times are Mondays thru Fridays from 12:30 – 1:10pm.

Homework Policy
- I do not assign separate homework assignments. Since children read and write at different rates, my day-to-day homework tends to be "finish what we were doing in class if you didn't have time to complete it before the bell." I have a "weekly planner" page on my website so you can see the anticipated lessons for the week. These are subject to change, but should give you a good idea of what we are doing in class.
- Additionally, students will have vocabulary stems to study each month and a reading project due each month beginning in September. I will have copies of each posted on my website ("handouts" page) in case students need a new copy.

Extra Help Policy
- Students are able to come in for extra help any day in the Extra Help Morning Computer Lab from 7:30a.m. till 8:10 a.m. Also, I provide extra help every day from 8am-8:25 and 3:15pm-3:40. Students simply need to get a pass from me ahead of time for either of these times.

Reading Theme: Approaching Adulthood (2 weeks)
- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RL 5.1, RI 5.1,)

- Trace development theme(s) throughout a text and support with details from the text (8-RL 6.1)

- Analyze the relationship of theme to character, setting, and plot (8-RL 6.1)

- Provide an objective summary of the text using key ideas and supporting details (8-RL 6.1)

- Analyze how dialogue propels the plot and reveals aspects of character (8-RL 8.1)

- Recognize types of contextual influences, such as historical, cultural, social, or political (8-RL 8.1)

- Explain the impact of contextual influences on setting, plot, and characters (8-RL 8.1)

- Compare and contrast the structure of two or more texts with similar topics or themes (8-RL 12.1)

- Analyze the effect of differing text structure on meaning (8-RL 12.1)

- Use identified supporting details to construct a summary of the central idea distinct from identified personal judgments or opinions (8-RI 6.1)

- Integrate gathered information from various sources to further understand a topic or issue (8-RI 7.1)

- Identify the benefits and drawbacks of various media types for presenting information (8-RI 7.1)

- Recognize author's purpose within a text (to entertain, to inform, to persuade) (8-RI 10.1)

- Identify an author's perspective, point of view, or stance on a topic (8-RI 10.1)

- Identify text features used to convey the author's ideas and claim (8-RI 11.1)

- Analyze how text structures are used to convey the author's ideas and claim (8-RI 11.1)

- Prepare for conversations about complex ideas and texts (8-C1.1)

- Use strategies to build coherent lines of thinking (8-C1.1)

- Prepare for and follow guidelines for group discussions (8-C 1.2)

- Share evidence in group discussions and connect and respond to the ideas of other speakers (8-C 1.2)

Novel Unit: *The Outsiders* by SE Hinton (4 weeks)
- Identify theme(s)(8-RL 6.1)

- Analyze how plot, setting and characterization contributes to the development of the theme (8-RL6.1)

- Analyze the ways that visual or audio adaptations modify or embellish the text (8-RL 7.1)

- Analyze how dialogue propels the plot and reveals aspects of character (8-RL 8.1)

- Recognize types of contextual influences, such as historical, cultural, social, or political (8-RL 8.1)

- Explain the impact of contextual influences on setting, plot, and characters (8-RL 8.1)

- Recognize types of figurative language within a text (8-RL 9.1)

- Analyze the impact of analogies and allusions on meaning and tone in a text

- Analyze how verbal, situational, and dramatic irony impact the meaning and tone of a text (8-RL 9.1)

- Determine the figurative and connotative meaning or words and phrases as used in text (8-RL 9.1)

- Analyze how the author's choice of perspective creates suspense or humor (8-RL 11.1)

- Cite text evidence to support analysis of author's choices and how they create suspense or humor (8-RL 11.1)

- Compare and contrast the structure of two or more texts with similar topics or themes (8-RL 12.1)

- Analyze the effect of differing text structure on meaning (8-RL 12.1)

Writing focus: Argument based on research (3 weeks)
Special Project: CNN Heroes
- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RI 5.1)

- Trace and evaluate an argument

- --Identify the claim(s) in an argument

- --Identify and appraise the reasons and evidence (8-RI 11.2)

- Introduce claims (8-W 1.1a)

- Acknowledge and distinguish the claims from alternate or opposing claims (counterclaims) (8-W 1.1a)

- Organize reasons and evidence logically (8-W 1.1a)

- Use relevant information from multiple print and multimedia sources (8-W 1.1b)

- Support claims with valid reasoning and a variety of relevant evidence (8-W 1.1c)

- Use accurate, verifiable sources (8-W 1.1c)

- Organize information to provide unity and clarity among claims, counterclaims, reasons, and evidence in an argument (8-W 1.1d)

- Choose effective transitional words within and between paragraphs to create unity and clarity among claims, reasons, and evidence (8-W 1.1d)

- Develop the claim and counterclaims by providing credible evidence and data (8-W 1.1e)

- Develop and strengthen writing as needed by planning, revising, editing, and rewriting (8-W 1.1f)

- Paraphrase, summarize, and quote researched information appropriately (8-W 1.1g)

- Cite paraphrased, quoted, and summarized information to avoid plagiarism (8-W 1.1g)

- Give credit to others using a standard format (MLA format) for in-text citations and Works Cited (8-W 1.1g)

- Establish and maintain a formal style and objective tone (8-W 1.1h)

- Provide a concluding statement or section that follows from and supports the argument (8-W 1.1i)

- Identify gerunds, participles, and infinitives and their functions in sentences (8-W 4.1a)

- Form and use verbs in active and passive tense (8-W 4.1b)

- Form and use verbs in indicative, imperative, interrogative, conditional and subjunctive moods (8-W 4.1c)

- Recognize and correct inappropriate shifts in verb voice and mood (8-W 4.1d)

First Reading Theme: Culture and Belonging (2 weeks)

- Provide an objective summary of the text using key ideas and supporting details (8-RL 6.1)

- Analyze how modern works of fiction draw on source material for themes, patterns, and characters (8-RL 7.2)

- Analyze how modern works take source material and render it new (8-RL 7.2)

- Analyze how dialogue propels the plot and reveals aspects of character (8-RL 8.1)

- Recognize types of contextual influences, such as historical, cultural, social, or political (8-RL 8.1)

- Explain the impact of contextual influences on setting, plot, and characters (8-RL 8.1)

- Recognize types of figurative language within a text (8-RL 9.1)

- Analyze the impact of analogies and allusions on meaning and tone in a text (8-RL 9.1)

- Analyze how verbal, situational, and dramatic irony impact the meaning and tone of a text (8-RL 9.1)

- Prepare for and follow guidelines for group discussions (8-C 1.2)

- Share evidence in group discussions and connect and respond to the ideas of other speakers (8-C 1.2)

- Engage in collaborative discussions (8-C 1.4)

- Modify personal ideas as necessary (8-C 1.4)

- Consider multiple ideas and perspectives when forming opinions (8-C 1.5)

- Justify views with evidence (8-C 1.5)

First Writing Focus: Text Dependent Analysis with a Prompt (2 weeks)

- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RI 5.1)

- Recognize author's purpose within a text (to entertain, to inform, to persuade) (8-RI 10.1)

- Appraise an author's perspective, point of view, or stance on a topic (8-RI 10.1)

- Evaluate an author's response to conflicting evidence or viewpoints (8-RI 10.1)

- Identify the structural elements of an argument (8-RI 11.2)

- Assess the effectiveness of an argument by evaluating the reasons and evidence given to support the claim (8-RI 11.2)

- Introduce claims (8-W 1.1a)

- Acknowledge and distinguish the claims from alternate or opposing claims (counterclaims) (8-W 1.1a)

- Organize reasons and evidence logically (8-W 1.1a)

- Use relevant information from multiple print and multimedia sources (8-W 1.1b)

- Support claims with valid reasoning and a variety of relevant evidence (8-W 1.1c)

- Use accurate, verifiable sources (8-W 1.1c)

- Organize information to provide unity and clarity among claims, counterclaims, reasons, and evidence in an argument (8-W 1.1d)

- Choose effective transitional words within and between paragraphs to create unity and clarity among claims, reasons, and evidence (8-W 1.1d)

- Develop the claim and counterclaims by providing credible evidence and data (8-W 1.1e)

- Develop and strengthen writing as needed by planning, revising, editing, and rewriting (8-W 1.1f)

- Paraphrase, summarize, and quote researched information appropriately (8-W 1.1g)

- Cite paraphrased, quoted, and summarized information to avoid plagiarism (8-W 1.1g)

- Give credit to others using a standard format (MLA format) for in-text citations and Works Cited (8-W 1.1g)

- Establish and maintain a formal style and objective tone (8-W 1.1h)

- Provide a concluding statement or section that follows from and supports the argument (8-W 1.1i)

- Use gerunds, participles, and infinitives correctly in sentences (8-W 4.1a)

- Form and use verbs in active and passive tense (8-W 4.1b)

- Form and use verbs in indicative, imperative, interrogative, conditional and subjunctive moods (8-W 4.1c)

- Recognize and correct inappropriate shifts in verb voice and mood (8-W 4.1d)

- Use commas, ellipses and dashes to indicate a pause, break, or omission (8-W 5.2a, b)

Second Reading Theme: Move Towards Freedom (2 weeks)
- Determine the figurative and connotative meaning or words and phrases as used in text (8-RL 9.1)

- Analyze the impact of specific word choice on meaning, imagery, mood, and tone (8-RL 9.1)

- Analyze how the author's choice of perspective creates suspense or humor (8-RL 11.1)

- Cite text evidence to support analysis of author's choices in shaping content, meaning, and style (8-RL 11.1)

- Utilize text features and text structures to read informational text for purpose, understanding, and comprehension (8-RI 4.1)

- Implement strategies for using context clues during the reading process

    o --use context clues of paragraph or word position in a sentence

    o --use common grade level Greek and Latin affixes and roots

    o --use the relationships between words such as cause/effect, part/whole, item/category in context (8-RI 4.3)

- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RI 5.1)

- Identify central ideas (8-RI 6.1)

- Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions (8-RI 6.1)

- Cite key supporting details found in the text (8-RI 6.1)

- Determine the figurative meanings of words and phrases in text. (8-RI 8.1)

- Recognize author's purpose within a text (to entertain, to inform, to persuade) (8-RI 10.1)

- Identify an author's perspective, point of view, or stance on a topic (8-RI 10.1)

Second Writing Focus: Informative research (3 weeks)
Special Project: Biographical Prezi
- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RI 5.1)

- Identify central ideas (8-RI 6.1)

- Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions (8-RI 6.1)

- Cite key supporting details found in the text (8-RI 6.1)

- Recognize author's purpose within a text (to entertain, to inform, to persuade) (8-RI 10.1)

- Appraise an author's perspective, point of view, or stance on a topic (8-RI 10.1)

- Evaluate an author's response to conflicting evidence or viewpoints (8-RI 10.1)

- Identify text features used to convey the author's ideas and claim (8-RI 11.1)

- Analyze how text structures are used to convey the author's ideas and claim (8-RI 11.1)

- Analyze connections between various authors' positions on the same topic (8-RI 11.1)

- Narrow a topic for writing. (8-W 2.1a)

- Write an introduction that captures the attention of the audience and clearly communicates a focused topic (8-W 2.1a)

- Gather information from multiple sources (print and digital) (8-W 2.1b)

- Use keywords, phrases and search engines to conduct online searches (8-W 2.1b)

- Select and implement the most appropriate organizational pattern for writer's purpose (8-W 2.1c)

- Assess credibility of selected sources for research (8-W 2.1d)

- Include appropriate formatting, graphics, and multimedia to help clarify and emphasize important information (8-W 2.1e)

- Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples (8-W 2.1f)

- Revise writing individually and with help from peers and edit for grammar, mechanics and spelling errors (8-W 2.1g)

- When appropriate, use paraphrasing, summarizing, and direct quotations from sources for support while avoiding plagiarism (8-W 2.1h)

- Use a specified format for citation when applicable (8-W 2.1i)

- Choose effective transitional words within and between paragraphs to clarify relationships among ideas (8-W 2.1j)

- Choose precise language and domain-specific vocabulary to inform or explain a topic (8-W 2.1k)

- Adapt speech based on context (8-W 2.1l)

    o --Identify different ways of speaking based on situation and audience (8-W 2.1l)

    o --Use formal English (no slang, proper grammar and pronunciation) in classroom setting (8-W2.1l)

- Write a conclusion that relates to the ideas in the informative/explanatory text and leaves the audience thinking (8-W2.1m)

- Use gerunds, participles, and infinitives correctly in sentences (8-W 4.1a)

- Form and use verbs in active and passive tense (8-W 4.1b)

- Form and use verbs in indicative, imperative, interrogative, conditional and subjunctive moods (8-W 4.1c)

- Recognize and correct inappropriate shifts in verb voice and mood (8-W 4.1d)

- Use commas, ellipses and dashes to indicate a pause, break, or omission (8-W 5.2a, b)

Novel Unit: *Fire From the Rock* **by Sharon Draper (3 weeks)**

- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RI 5.1)

- Identify central idea (8-RI 6.1)

- Use identified supporting details to construct a summary of the central idea distinct from identified personal judgments or opinions (8-RI 6.1)

- Cite key supporting details found in the text (8-RI 6.1)

- Analyze the ways that visual or audio adaptations modify or embellish the text (8-RL 7.1)

- Analyze how modern works of fiction draw on source material for themes, patterns, and and characters (8-RL 7.2)

- Analyze how modern works take source material and render it new (8-RL 7.2)

- Analyze how dialogue propels the plot and reveals aspects of character (8-RL 8.1)

- Recognize types of contextual influences, such as historical, cultural, social, or political (8-RL 8.1)

- Explain the impact of contextual influences on setting, plot, and characters (8-RL 8.1)

- Recognize types of figurative language within a text (8-RL 9.1)

- Analyze the impact of analogies and allusions on meaning and tone in a text

- Analyze how verbal, situational, and dramatic irony impact the meaning and tone of a text (8-RL 9.1)

- Determine the figurative and connotative meaning or words and phrases as used in text (8-RL 9.1)

- Analyze the impact of specific word choice on meaning, imagery, mood, and tone (8-RL 9.1)

- Determine the meaning of unfamiliar words using context clues (8-RL 10.1)

- Analyze how the author's choice of perspective creates suspense or humor (8-RL 11.1)

- Cite text evidence to support analysis of author's choices and how they create suspense or humor (8-RL 11.1)

- Compare and contrast the structure of two or more texts with similar topics or themes (8-RL 12.1)

- Analyze the effect of differing text structure on meaning (8-RL 12.1)

- Analyze author's choice of structures within the text (8-RL 12.2)

- Draw conclusions about how choice of text structures impacts meaning (8-RL 12.2)

- Prepare for conversations about complex ideas and texts (8-C1.1)

- Use strategies to build coherent lines of thinking (8-C1.1)

- Prepare for and follow guidelines for group discussions (8-C 1.2)

- Share evidence in group discussions and connect and respond to the ideas of other speakers (8-C 1.2)

- Apply effective communication techniques (8-C 1.3)

- Engage in collaborative discussions (8-C 1.4)

- Acknowledge new information expressed by others (8-C 1.4)

- Modify personal ideas as necessary (8-C 1.4)

- Consider multiple ideas and perspectives when forming opinions (8-C 1.5)

- Justify views with evidence (8-C 1.5)

First Writing Focus: Literary Analysis (2 weeks)

- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RI 5.1)

- Identify central idea (8-RI 6.1)

- Use identified supporting details to construct a summary of the central idea distinct from identified personal judgments or opinions (8-RI 6.1)

- Cite key supporting details found in the text (8-RI 6.1)

- Narrow a topic for writing. (8-W 2.1a)

- Write an introduction that captures the attention of the audience and clearly communicates a focused topic (8-W 2.1a)

- Gather information from multiple sources (print and digital) (8-W 2.1b)

- Use keywords, phrases and search engines to conduct online searches (8-W 2.1b)

- Select and implement the most appropriate organizational pattern for writer's purpose (8-W 2.1c)

- Assess credibility of selected sources for research (8-W 2.1d)

- Include appropriate formatting, graphics, and multimedia to help clarify and emphasize important information (8-W 2.1e)

- Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples (8-W 2.1f)

- Revise writing individually and with help from peers and edit for grammar, mechanics and spelling errors (8-W 2.1g)

- When appropriate, use paraphrasing, summarizing, and direct quotations from sources for support while avoiding plagiarism (8-W 2.1h)

- Use a specified format for citation when applicable (8-W 2.1i)

- Choose effective transitional words within and between paragraphs to clarify relationships among ideas (8-W 2.1j)

- Choose precise language and domain-specific vocabulary to inform or explain a topic (8-W 2.1k)

- Adapt speech based on context (8-W 2.1l)

  - --Identify different ways of speaking based on situation and audience (8-W 2.1l)

  - --Use formal English (no slang, proper grammar and pronunciation) in classroom setting (8-W2.1l)

- Write a conclusion that relates to the ideas in the informative/explanatory text and leaves the audience thinking (8-W2.1m)

- Use gerunds, participles, and infinitives correctly in sentences (8-W 4.1a)

- Form and use verbs in active and passive tense (8-W 4.1b)

- Form and use verbs in indicative, imperative, interrogative, conditional and subjunctive moods (8-W 4.1c)

- Recognize and correct inappropriate shifts in verb voice and mood (8-W 4.1d)

- Use commas, ellipses and dashes to indicate a pause, break, or omission (8-W 5.2a, b)

Reading Theme: Anne Frank's Legacy (2 weeks)
Special focus: Drama

- Identify how ideas, themes, or topics are presented differently in different formats (8-RL 7.1)

- Analyze the ways that visual or audio adaptations modify or embellish the text (8-RL 7.1)

- Analyze how dialogue propels the plot and reveals aspects of character (8-RL 8.1)

- Recognize types of contextual influences, such as historical, cultural, social, or political (8-RL 8.1)

- Explain the impact of contextual influences on setting, plot, and characters (8-RL 8.1)

- Recognize types of figurative language within a text (8-RL 9.1)

- Analyze the impact of analogies and allusions on meaning and tone in a text (8-RL 9.1)

- Analyze how verbal, situational, and dramatic irony impact the meaning and tone of a text (8-RL 9.1)

- Determine the figurative and connotative meaning or words and phrases as used in text (8-RL 9.1)

- Analyze the impact of specific word choice on meaning, imagery, mood, and tone (8-RL 9.1)

- Determine the meaning of unfamiliar words using context clues (8-RL 10.1)

- Identify central ideas (8-RI 6.1)

- Use identified supporting details to construct a summary of the central ideas distinct from identified personal judgments or opinions (8-RI 6.1)

- Cite key supporting details found in the text (8-RI 6.1)

Second Writing Focus: Argument (2 weeks)
Special Project: Debate
- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RI 5.1)

- Identify the structural elements of an argument (8-RI 11.2)

- Assess the effectiveness of an argument by evaluating the reasons and evidence given to support the claim (8-RI 11.2)

- Introduce claims (8-W 1.1a)

- Acknowledge and distinguish the claims from alternate or opposing claims (counterclaims) (8-W 1.1a)

- Organize reasons and evidence logically (8-W 1.1a)

- Use relevant information from multiple print and multimedia sources (8-W 1.1b)

   Support claims with valid reasoning and a variety of relevant evidence (8-W 1.1c)

- Use accurate, verifiable sources (8-W 1.1c)

- Organize information to provide unity and clarity among claims, counterclaims, reasons, and evidence in an argument (8-W 1.1d)

- Choose effective transitional words within and between paragraphs to create unity and clarity among claims, reasons, and evidence (8-W 1.1d)

- Develop the claim and counterclaims by providing credible evidence and data (8-W 1.1e)

- Develop and strengthen writing as needed by planning, revising, editing, and rewriting (8-W 1.1f)

- Paraphrase, summarize, and quote researched information appropriately (8-W 1.1g)

- Cite paraphrased, quoted, and summarized information to avoid plagiarism (8-W 1.1g)

- Give credit to others using a standard format (MLA format) for in-text citations and Works Cited (8-W 1.1g)

- Establish and maintain a formal style and objective tone (8-W 1.1h)

- Provide a concluding statement or section that follows from and supports the argument (8-W 1.1i)

- Use gerunds, participles, and infinitives correctly in sentences (8-W 4.1a)

- Form and use verbs in active and passive tense (8-W 4.1b)

- Form and use verbs in indicative, imperative, interrogative, conditional and subjunctive moods (8-W 4.1c)

- Recognize and correct inappropriate shifts in verb voice and mood (8-W 4.1d)

Reading Theme: The Value of Work (3 weeks)

- Cite textual evidence that most strongly supports analysis and inferences by annotating the text, marking key words and phrases, flagging pages, taking notes, and accurately citing text (8-RL 5.1)

- Support theme(s) with details from the text (8-RL 6.1)

- Trace development of theme throughout a text (8-RL 6.1)

- Analyze the relationship of theme to character, setting, and plot (8-RL 6.1)

- Provide an objective summary of the text using key ideas and supporting details (8-RL 6.1)

- Analyze how dialogue propels the plot and reveals aspects of character (8-RL 8.1)

- Recognize types of contextual influences, such as historical, cultural, social, or political (8-RL 8.1)

- Explain the impact of contextual influences on setting, plot, and characters (8-RL 8.1)

- Recognize types of figurative language within a text (8-RL 9.1)

- Analyze the impact of analogies and allusions on meaning and tone in a text (8-RL 9.1)

- Analyze how verbal, situational, and dramatic irony impact the meaning and tone of a text (8-RL 9.1)

- Determine the figurative and connotative meaning or words and phrases as used in text (8-RL 9.1)

- Analyze the impact of specific word choice on meaning, imagery, mood, and tone (8-RL 9.1)

- Prepare for conversations about complex ideas and texts (8-C1.1)

- Use strategies to build coherent lines of thinking (8-C1.1)

- Prepare for and follow guidelines for group discussions (8-C 1.2)

- Share evidence in group discussions and connect and respond to the ideas of other speakers (8-C 1.2)

- Apply effective communication techniques (8-C 1.3)

- Engage in collaborative discussions (8-C 1.4)

- Acknowledge new information expressed by others (8-C 1.4)

- Modify personal ideas as necessary (8-C 1.4)

- Consider multiple ideas and perspectives when forming opinions (8-C 1.5)

- Justify views with evidence (8-C 1.5)

Performance Task: Based on *Eyes of the Emperor* (3 weeks—if time allows)

- Identify theme(s)(8-RL 6.1)

- Analyze how plot, setting and characterization contributes to the development of the theme (8-RL6.1)

- Analyze the ways that visual or audio adaptations modify or embellish the text (8-RL 7.1)

- Analyze how dialogue propels the plot and reveals aspects of character (8-RL 8.1)

- Recognize types of contextual influences, such as historical, cultural, social, or political (8-RL 8.1)

- Explain the impact of contextual influences on setting, plot, and characters (8-RL 8.1)

- Recognize types of figurative language within a text (8-RL 9.1)

- Analyze the impact of analogies and allusions on meaning and tone in a text

- Analyze how verbal, situational, and dramatic irony impact the meaning and tone of a text (8-RL 9.1)

- Determine the figurative and connotative meaning or words and phrases as used in text (8-RL 9.1)

- Analyze how the author's choice of perspective creates suspense or humor (8-RL 11.1)

- Cite text evidence to support analysis of author's choices and how they create suspense or humor (8-RL 11.1)

- Compare and contrast the structure of two or more texts with similar topics or themes (8-RL 12.1)

- Analyze the effect of differing text structure on meaning (8-RL 12.1)

Writing Focus: Narratives (3 weeks)
Special Project: Campfire Stories
- Apply effective narrative techniques for developing real or imagined experiences or events (8-W 3.1a)
- Incorporate strategies to develop narrative leads (8-W 3.1b)

- Use logical story structure to organize experiences and/or events (8-W 3.1 c)

- Use writer's craft to develop the narrative (8-W 3.1d)

- Incorporate relevant transition words, phrases, and clauses (8-W 3.1e)

- Guide writing by generating a plan, making necessary revisions, and editing in order to build ideas (8-W 3.1f)

- Incorporate figurative language precise vocabulary, and sensory language (8-W3.1g)

- Incorporate strategies to logically conclude a narrative (8-W3.1h)

- When writing or speaking:

- Use gerunds, participles, and infinitives correctly in sentences (8-W 4.1a)

- Form and use verbs in active and passive tense (8-W 4.1b)

- Form and use verbs in indicative, imperative, interrogative, conditional and subjunctive moods (8-W 4.1c)

- Recognize and correct inappropriate shifts in verb voice and mood (8-W 4.1d)