

8th GRADE GT ENGLISH LANGUAGE ARTS SYLLABUS
2017-2018

TEACHER: Merle Faulk

SCHOOL: Riverside Middle School

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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.)

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COURSE TITLE: Gifted and Talented Language Arts (3rd Period)

ROOM NUMBER: G-113

Course Description

This course is designed to meet the needs of academically gifted and talented students who were identified through the standard measures implemented by The School District of Greenville County. The curriculum designed specifically for this course meets the guidelines set forth by the South Carolina State Department of Education as criteria for Gifted and Talented instruction. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and accelerated pace.

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 the Greenville County GT curriculum (*Oliver Twist*, *Flowers for Algernon*, *Midsummer Night's Dream*, & *Anne Frank*).
- 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 may be granted a brief extension. The student must bring a parent note of explanation on or before 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.

Plagiarism

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/mrsfaulkrm8thgradeela/weekly-planner> -- address will change in January. Please go to 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 regularly 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." Many gifted students are perfectionists and experience undue anxiety when they feel time pressures. I want students to learn and feel good about it, so, I find this concept works well. 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.

Instructional Units and Sequencing
FIRST QUARTER

Reading Focus: Informational Text -- Children at Work (3 weeks)

- 8-RI 4.1 Read grade-level text with purpose and understanding.
- 8-RI 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 8-RI 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 8-RI 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8-RI 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
- 8-RI 7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- 8-RI 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.
- 8-RI 8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
- 8-RI 10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
- 8-RI 11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
- 8-RI 11.2 Analyze 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.
- 8-RI 12.1 Engage in whole and small group reading with purpose and understanding.
- 8-C 1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- 8-C 1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- 8-C 1.3 Apply effective communication techniques based on a variety of contexts and tasks.
- 8-C 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 8-C 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

Writing Focus: Argument based on Research (3 weeks)

- 8-RI 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8-RI 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
- 8-RI 11.2 Analyze 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.
- 8-W 1.1 Write arguments that:
 - introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;
 - use relevant information from multiple print and multimedia sources;
 - support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;
 - use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;
 - develop the claim and counterclaims providing credible evidence and data for each;
 - develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
 - establish and maintain a formal style and objective tone; and
 - provide a concluding statement or section that follows from and supports the argument.
- 8-W 4.1 When writing: a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences;
- 8-W 5.2 Use a. commas, ellipses, and dashes to indicate a pause, break, or omission
- 8-W 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.
- 8-C 1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.

- 8-C 1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- 8-C 1.3 Apply effective communication techniques based on a variety of contexts and tasks.
- 8-C 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 8-C 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.
- 8-C 2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
- 8-C 2.2 Analyze and evaluate credibility of information and accuracy of findings.
- 8-C 2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.
- 8-C 3.2 Utilize multimedia to clarify information and emphasize salient points.
- 8-C 4.1 Determine the effectiveness of 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.
- 8-C 4.3 Evaluate the presentation to determine how the speaker: a. articulates a clear message;
- 8-C 5.1 Consider audience when selecting presentation types.
- 8-C 5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.

Reading Focus: Children at Work -- *Oliver Twist* (3 weeks)

- 8-RL 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8-RL 6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.
- 8-RL 8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.
- 8-RL 9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8-RL 10.1 Use context clues to determine meanings of words and phrases.
- 8-RL 11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor.
- 8-RL 12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.
- 8-RL 13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
- 8-C 1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- 8-C 1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- 8-C 1.3 Apply effective communication techniques based on a variety of contexts and tasks.
- 8-C 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 8-C 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

Instructional Units and Sequencing
SECOND QUARTER

Reading Focus: Literary explorations of Identity -- *Flowers for Algernon* drama (3 weeks)

- 8-RL 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8-RL 6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.
- 8-RL 8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters
- 8-RL 9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8-RL 10.1 Use context clues to determine meanings of words and phrases.
- 8-RL 12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.
- 8-RL 12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.
- 8-RL 13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
- 8-RL 13.2 Read independently for sustained periods of time to build stamina.
- 8-C 1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- 8-C 1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- 8-C 1.3 Apply effective communication techniques based on a variety of contexts and tasks.
- 8-C 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 8-C 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

Writing Focus: Text Dependent Analysis with a Prompt (3 weeks)

- 8-RI 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8-RI 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
- 8-RI 10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
- 8-W 2.1 Write informative/explanatory texts that:
 - a. introduce a topic;
 - f. develop the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples;
 - g. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - h. paraphrase, quote, and summarize to avoid plagiarism;
 - i. follow a standard format for citation;
 - j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
 - k. use precise language and domain-specific vocabulary to explain the topic;
 - l. establish and maintain a style and tone authentic to the purpose; and
 - m. provide a concluding statement or section that follows and supports the information or explanation presented.
- 8-W 4.1 When writing:
 - a. show knowledge of the function of gerunds, participles, and infinitives and their functions 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; and
 - d. recognize and correct inappropriate shifts in verb voice and mood.
- 8-W 5.1 Students are expected to build upon and continue applying previous learning.
 - Apply correct usage of capitalization in writing.
- 8-W 5.2 Use:
 - a. commas, ellipses, and dashes to indicate a pause, break, or omission; and
 - b. an ellipsis to indicate an omission

Reading Focus: Informational Text -- How Learning Occurs? (3 weeks)

- 8RI 4.1 Read grade-level text with purpose and understanding.
- 8RI 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 8RI 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 8RI 5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8RI 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
- 8RI 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.
- 8RI 8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
- 8RI 10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
- 8RI 11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
- 8RI 11.2 Analyze 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.
- 8RI 12.1 Engage in whole and small group reading with purpose and understanding.
- 8RI 12.2 Read independently for sustained periods of time.
- 8-C 1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- 8-C 1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- 8-C 1.3 Apply effective communication techniques based on a variety of contexts and tasks.
- 8-C 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 8-C 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

Instructional Units and Sequencing
THIRD QUARTER

Writing Focus: Informational/Mini-Research Unit--Learning from the past (3 weeks)

- 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)
- Summarize using key ideas and supporting details
 - 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)
- Form and use correctly indicative, imperative, interrogative, conditional and subjunctive moods of verbs (8-W 4.1c)
- Gather relevant information for diverse sources (8-C 2.1)
- Develop ideas clearly, coherently, and logically (8-C 2.1)
- Support ideas with relevant evidence and details(8-C 2.1)
- Evaluate the credibility of information and accuracy of findings (8-C 2.2)
- Quote and paraphrase data and conclusions (8-C 2.3)
- Avoid plagiarism (8-C 2.3)
- Follow a standard format for citation (8-C 2.3)
- Use multimedia to clarify information and emphasize salient points (8-C 3.2)
- Choose presentation styles appropriate to the audience and topic (8-C 5.1)
- Integrate appropriate craft techniques to impact the audience and convey the message (8-C 5.2)

Reading Focus: Legacies from our past -- *Anne Frank* (3 weeks)

- 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)
- Identify how ideas, themes, or topics are presented differently in different formats
- 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)

Reading Focus: Shakespearean Literature -- *Midsummer Night's Dream* (3 weeks)

- 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)
- Identify the different presentation of ideas, themes, or topics in different texts (8-RL 7.1)
- 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 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
- Determine the figurative and connotative meaning of 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)

Instructional Units and Sequencing
FOURTH QUARTER

Writing Focus: Literary Analysis -- Performance Assessment & “Marigolds” (3 weeks)

- 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)
- Use commas, ellipses and dashes to indicate a pause, break, or omission (8-W 5.2a, b)
- Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences. (8-W 6.1)

Reading Focus: The Thrill of Horror (3 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 of 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 -- Campfire Stories (3 weeks)

- 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)