

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

Desired Results

<p>ESTABLISHED GOALS/STANDARDS</p> <p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> ● W4: Clear writing ● W5: Edit and revise ● W6: Use technology ● W9: Draw evidence ● W7: Conduct research ● W8: Gather information ● L6: Use grade-appropriate language <p>R1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RL4: Determine the meaning of words ● RL7: Analyze filmed version <p>RL2: Determine theme and analyze</p> <ul style="list-style-type: none"> ● RL3: Analyze how lines propel action <p>RL6: Analyze author's purpose with different POV</p> <ul style="list-style-type: none"> ● RL5: Analyze structure of a text <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RI4: Determine the meaning of words ● RI5: Analyze structure of paragraphs ● RI6: Determine author's purpose <p>SL4: Presentations</p> <ul style="list-style-type: none"> ● SL1: Collaborative discussions ● SL2: Analyze the purpose of information <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> ● L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Write an informative essay. ● Explain a conclusion with textual evidence. ● Explain common themes with textual evidence. ● Explain author's purpose in informative texts. ● Use correct grammar skills. ● Use collaborative skills. ● Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writing a strong informative paragraph/essay requires textual evidence to support the conclusion and identify common themes. ● Determining the author's purpose and theme requires the use of multiple strategies. ● There are different text structures that they can recognize and use. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> ● What is relevant textual evidence? ● What is author's purpose? ● What is the purpose of informative texts? ● How might readers determine connotative and denotative meaning of words in a text? ● What skills are needed in collaborative discussion? ● What skills are needed in the writing process (i.e. drafting, revising, and editing)?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> ● How to write informative essays. ● How to explain a conclusion with textual evidence. ● How to explain common themes with textual evidence. ● How to explain author's purpose in informative texts. ● How to use correct grammar skills. ● How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Writing informative essays. 	

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- How to create and present to peers.

Evidence

Evaluative Criteria	Assessment Evidence
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs/essays describing an opinion supported with textual evidence in groups and independently. • Brainstorm inferences about a text. • Peer edit each other's writing and then finish with teacher edit. • Compare and contrast two character's points of view from a text in an informative paragraph/essay. • Identify what events caused certain outcomes in a text and write an informative paragraph/essay. • Identify a problem found in a text and present a possible solution to the problem in an informative paragraph/essay. • Work in collaborative groups or individually to determine theme of a text together and present findings to class with supporting textual evidence. • Write a collaborative essay explaining the theme of a text and how conflict, characters, setting, and plot demonstrate that theme. • Independently determine the theme of a text and use textual evidence to support. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text and determine between the actual meaning of a word (denotative) to the emotional meaning of a word (connotative). • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital informative text. • Read and summarize main ideas from an informative text. • Analyze specific lines from informational and literary texts and recognize their meaning to the overall text. • Watch a movie version of a text and compare and contrast the two versions.
Paragraph Writing Checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>

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Vocabulary		
Textual Evidence Quote Paraphrase Connotation	Denotation Inference Analysis	Fact Opinion Text Dependent Analyze (TDA)

Technology Skills

- I can...
- Use the home row and accurately type 40 words or more per minute using proper techniques.
 - Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
 - Apply existing knowledge to emerging technology.
 - Use spell and grammar proofing and thesaurus functions of a word processing program.
 - Transfer text, graphics, and charts from one document to another.
 - Use the Internet to find information in an efficient way.
 - Backup files on storage medium.
 - Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
 - Use headers and footers.
 - Use advanced keyword searches and choose relevant sources when creating a product.
 - Explain plagiarism and behave in an ethical manner.
 - Use digital tool collaboratively.
 - Be respectful when discussing similarities and differences to solve problems.
 - Work on improving productive participation in partner or group tasks and projects.