

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

Desired Results

| ESTABLISHED GOALS/STANDARDS | Transfer | |
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| <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> | <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.