

# KPBSD ELA CURRICULUM

## 8<sup>TH</sup> GRADE UNIT 3

### Desired Results

Desired Results		
<p><b>STABLISHED GOALS/STANDARDS</b></p> <p><b>W1: Argument/Opinion</b></p> <ul style="list-style-type: none"> <li>• W4: Clear writing</li> <li>• W5: Edit and revise</li> <li>• W6: Use technology</li> <li>• W9: Draw evidence</li> <li>• W7: Conduct Research</li> <li>• W8: Gather Information</li> <li>• L6: Use grade-appropriate language</li> </ul> <p><b>RL6: Analyze author’s purpose with different point of view.</b></p> <ul style="list-style-type: none"> <li>• RL5: Analyze structure of a text</li> </ul> <p><b>RI1: Cite Textual Evidence</b></p> <ul style="list-style-type: none"> <li>• RI4: Determine the meaning of words</li> <li>• RI5: Analyze structure of paragraphs</li> <li>• RI6: Determine author’s purpose</li> </ul> <p><b>RI8: Delineate and evaluate arguments and claims</b></p> <ul style="list-style-type: none"> <li>• RI2: Determine central idea and subtopics</li> <li>• RI5: Analyze structure of paragraphs</li> <li>• RI7: Evaluate different mediums</li> <li>• SL3: Evaluate soundness of reasoning</li> </ul> <p><b>RI9: Analyze texts providing conflicting info</b></p> <ul style="list-style-type: none"> <li>• RI3: Analyze connections</li> <li>• RI6: Determine author’s purpose</li> </ul> <p><b>SL4: Presentations</b></p> <ul style="list-style-type: none"> <li>• SL1: Collaborative discussions</li> <li>• SL2: Analyze the purpose of information</li> </ul> <p><b>SL5: Integrate multimedia and visual displays</b></p> <ul style="list-style-type: none"> <li>• SL6: Adapt speech to a variety of context and task</li> </ul> <p><b>L1: Grammar-Writing/Speaking</b></p> <ul style="list-style-type: none"> <li>• L3: Use knowledge of language</li> </ul>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• Write an effective argument.</li> <li>• Explain how textual evidence supports an opinion/argument.</li> <li>• Determine the difference in author's purposes from similar informational texts and evaluate their effectiveness.</li> <li>• Use correct grammar skills.</li> <li>• Use collaborative skills.</li> <li>• Create and present to peers.</li> </ul>	
	Meaning	
	<p style="text-align: center; font-weight: bold;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Writing a strong argumentative paragraph and essay requires textual evidence to support the conclusion.</li> <li>• Word choice can affect the overall message of a text in reading and writing.</li> <li>• Determining the author’s purpose directly relates to the central idea of the informational text and word choice chosen.</li> </ul>	<p style="text-align: center; font-weight: bold;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• How is textual evidence used effectively?</li> <li>• How do authors purposes vary on the same topic?</li> <li>• How are words used to influence meaning?</li> <li>• What skills are needed in collaborative discussion?</li> <li>• What skills are needed in the writing process (i.e. drafting, revising, and editing)?</li> <li>• What skills are needed to effectively argue a point?</li> </ul>
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to write an effective argument.</li> <li>• How to explain how textual evidence supports an opinion/argument.</li> <li>• How to determine the difference in author's purposes from similar informational texts and evaluate their effectiveness.</li> <li>• How to use correct grammar skills.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Writing an argumentative essay.</li> </ul>	

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<b>L2: Capitalization, Spelling, &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• How to use collaborative skills.</li> <li>• How to create and present to peers.</li> </ul>	
<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
District and Teacher Rubrics	<b>PERFORMANCE TASK(S):</b> <ul style="list-style-type: none"> <li>• Write paragraphs and essays describing an opinion, supported with textual evidence from multiple sources in groups and independently.</li> <li>• Brainstorm multiple positions to a controversial issue.</li> <li>• Compare arguments from multiple authors on similar topics.</li> <li>• Peer edit each other's writing and then finish with teacher edit.</li> <li>• Work in collaborative groups to determine the effectiveness of word choice in informational texts and present findings to class with supporting evidence.</li> <li>• Independently determine the effectiveness of an argument.</li> <li>• Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size.</li> <li>• Produce conclusions to comprehensive textual questions written in complete sentences for informational texts.</li> <li>• Explain connotative (emotional) meaning of words from informational texts.</li> <li>• Summarize the main events from a text.</li> <li>• Recognize main character's similarities between texts both literary and informational.</li> <li>• Create and present a digital presentation of an argument with textual evidence from multiple sources.</li> <li>• Take notes from a digital source.</li> <li>• Compare a written speech to its delivery.</li> </ul>	
<a href="#">Paragraph Writing Checklist</a>	<b>OTHER EVIDENCE:</b> 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.)	
<b>Vocabulary</b>		
Persuasion Ethos Pathos Logos	Argument Fact Opinion	Supporting Evidence Claim Text dependent analysis (TDA)

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### 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.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Explain and use a hyperlink within my work.
- Use the Internet to find information in an efficient way.
- Produce a multimedia product.
- 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.
- Develop and use criteria to evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and behave in an ethical manner.
- Be respectful when discussing similarities and differences to solve problems.
- Use digital tools collaboratively.