



G-E-T Middle School Curriculum

Align, Explore, Empower

Scope and Sequence

English Language Arts - Grade 8

Unit 1: (OEU 1)

(9-12 weeks)

Reading: In this unit, students will focus on expectations and routines for the gradual release of responsibility of instructional framework. This inquiry module will focus on analyzing theme and point of view in short narrative texts, and understanding theme, story elements, and language in novels, and writing short stories.

OEU 1 - Module A: Analyzing Theme & Point of View in Short Narrative Texts

- Establish expectations and routines for the gradual release of responsibility instructional framework
- Establish expectations and routines for independent reading
- Establish expectations and routines for conferencing
- Establish expectations and routines for reader's/writer's notebook
- Model how to apply close reading techniques (e.g., Post-it notes, text annotation, text tagging, and column notes)
- Model how to support thinking with textual evidence (in reader's/writer's notebook and collaborative discussion)
- Model how to provide an objective summary of a text
- Model how to determine a theme or central idea and its development
- Model how to analyze the relationship of theme, characters, setting, and plot
- Model how to analyze how differences in the points of view of the characters and the audience or reader create an effect (e.g., suspense or humor)
- Establish expectations and routines for collaborative discussion, including one-on-one, student-led groups, and teacher-led groups

OEU1 – Module B: Analyzing Theme, Story Elements & Language in Novels

- Model how to support thinking with textual evidence (in reader's/writer's notebook and collaborative discussion)
- Model how to provide an objective summary of a text
- Model how to determine a theme or central idea of a text

- Model how to analyze the development of a theme
- Model how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision
- Establish expectations and routines for collaborative discussions, including one-on-one, student-led groups, and teacher-led groups
- Model how to pose questions to generate discussion
- Model how to elaborate on remarks of others
- Model how to acknowledge new information expressed by others
- Model how to adapt speech when appropriate
- Model how to determine the figurative and connotative meaning of words and phrases as they are used in text
- Model how to analyze the impact of specific word choice on meaning and tone (e.g., analogies, allusions)
- Model how to determine or clarifying meaning of unknown and multiple meaning words and phrases
- Model how to use context to determine the meaning of words or phrases
- Model how to use Greek or Latin affixes
- Model how to use reference materials
- Model how to acquire and use words and phrases

Grade 8 ELA Literature Standards

Focus Question: How does engaging in narrative text deepen students' understanding of the human experience? Students engage with short narrative texts in a variety of genres, formats and perspectives. Through close reading, writing about reading, and text-based collaborative discussion, students determine theme and analyze its development, including its relationship to the characters, setting, and plot. They provide an objective summary, and analyze how differences in point of view of different characters and audience or reader create such effects as suspense or humor, with the goal of understanding themselves and others on a deeper level. Students apply what they notice about craft and structure to their own writing in Module C.

RL.8.1 Cite textual evidence to support analysis of text, both inferential and explicit.

RL.8.2 Determine theme/central idea of text and analyze its development throughout text including its relationship to characters,

setting, plot.

L.8.4 Use context as a clue to the meaning of a word or phrase.

L.8.6 Acquire and use grade-appropriate words and phrases.

Resources: Text set of short narrative texts in a variety of formats including Scholastic SCOPE magazine and the *Literature* textbook, and in a variety of genres and format (graphic novel, novel verse, and prose).

Writing: Students will use model text from the literature unit and mini-lessons to incorporate into the assigned writing pieces for this unit.

Grade 8 ELA Writing Standards

OEU1 – Module C: Writing Short Stories

- Establish expectations and routines for developing and strengthening writing by applying the writing process (i.e., planning, revising, editing, rewriting, or trying a new approach)
- Model techniques for how to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Model how to use small collaborative groups during the writing process
- Establish expectations for spelling
- Model how to use technology to produce and publish writing
- Model how to annotate writing to show thinking, including strategic development of theme, point of view, story elements, and word choice
- Model how to apply what you notice as a reader to your own writing (e.g., theme, point of view, story elements, and word choice)
- Model how to engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters
- Model how to organize an event sequence that unfolds naturally and logically
- Model how to use narrative techniques (i.e., dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters
- Model how to use a variety of **transition words***, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show relationships among experiences and events *(also part of the expectations of the other three writing classes)
- Model how to provide a conclusion that follows from and reflects on the narrated experiences or events
- Model how to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Model how to use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break
- Model how to use an ellipsis to indicate an omission

W.8.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

The students will:

- Write a narrative fiction story using elements of plot and a personal nonfiction narrative piece using descriptive language, sensory language and figurative language.
- Write an objective summary of a text.
- Write a constructed response using text evidence language and supportive statements from the text.

Grammar Focus:

The first unit will focus on the elements of sentence structure including subject, predicate, simple, compound, and complex sentences; homophones, punctuation and capitalization.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 8 ELA Language Standards

The students will use grammar mini-lessons to incorporate into their formal writing assessments and short answer responses. In addition to their authentic writing, students will be formally assessed on sentence structure, grammar, punctuation and capitalization at the end of this module.

Unit 2: (OEU 2)

(9-12 weeks)

Reading: In this unit, students engage with a variety of informational texts with conflicting information and interpretation of current events and contemporary topics.

OEU2 – Module A: Analyzing Conflicting Information

- Build background knowledge about the qualities of current events articles

- Model how to apply close reading techniques (e.g., Post-it notes, annotation, text tagging and column notes)
- Model how to gather vocabulary knowledge when considering a word or phrase important to comprehension
- Model how to cite textual evidence that most strongly supports an analysis of what the text says explicitly
- Model how to cite textual evidence that most strongly supports an analysis of inferences drawn from the text
- Model how to provide an objective summary of text
- Model how to determine a central idea of a text
- Model how to analyze the development of a central idea over the course of a text
- Model how to analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Model how to analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation
- Establish expectations and routines for classroom discourse to develop a community of learners who are focused on inquisitive and careful reading, including one-on-one, student-led groups, and teacher-led collaborative discussions

OEU2 – Module B: Researching Current Events

- Model how to develop a focused research question based on individual interest and wide-reading
- Model how to generate additional related, focused questions for further research and investigation
- Model how to gather relevant information from multiple print and digital sources
- Model how to use search terms
- Model how to assess the credibility and accuracy of sources
- Model how to quote or paraphrase the data and conclusions of others
- Model how to follow a standard format for citation

R.I.8.1 Cite textual evidence to support analysis of text, both inferential and explicit.

R.I. 8.2 Determine theme/central idea of text and analyze its development throughout the text; write an objective summary of text.

R.I. 8.8 Trace/evaluate the argument and specific claims in text, assessing reasoning and relevance of evidence to support claims; recognize irrelevant evidence.

Grade 8 ELA Literature Standards

L.8.4 Use context as a clue to the meaning of a word or phrase.

L.8.6 Acquire and use grade-appropriate words and phrases.

Students engage with a variety of informational texts with conflicting information and interpretation through close reading, writing in response to reading, and collaborative discussion. Students' responses to and conversations about informational texts include what they are noticing about authors' craft and structural techniques, so they can apply those elements to their own writing in Module C. In addition, students' responses and conversations about informational text ultimately lead to the formation of a research/inquiry question. Students develop a single research question based on individual interest, conduct research through extensive close reading to answer the question, and use virtual or face-to-face collaboration to continually improve and refine their work.

Students will document their research using appropriate notetaking formats and by using appropriate citation formats. The research in this module provides the foundation for information/explanatory writing about current events in Module C.

Grade 8 ELA Writing Standards

Writing: Students incorporate research from Modules A and B to create an informative/explanatory piece for a particular audience. Students analyze mentor texts to notice craft and structural techniques authors use in published informative/explanatory writing about current events or contemporary issues.

OEU2 – Module C: Writing an Informative/Explanatory Article About a Current Event

- Model how to gather relevant information from multiple print and digital sources
- Model how to use search terms
- Model how to assess the credibility and accuracy of sources
- Model how to quote or paraphrase the data and conclusions of others
- Model how to follow a standard format for citation.
- Model how to introduce a topic clearly, previewing what is to follow
- Model how to organize ideas, concepts, and information into broader categories
- Model how to include formatting, graphics, and multimedia when useful to aiding comprehension
- Model how to develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Model how to use appropriate and varied transitions to relate cohesion and clarify the relationships among ideas and concepts
- Model how to use precise language and domain-specific vocabulary to inform about or explain the topic
- Model how to establish and maintain a formal style
- Model how to provide a concluding statement or section that follows from and supports the information or explanation presented

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grammar Focus:

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 8 ELA Language Standards

The students will emulate the mentor texts in their published piece while avoiding plagiarism. Students will apply the writing process to emulate elements in original informational texts in order to share expertise on current events or contemporary issues with a purpose and audience in mind.

Unit 3: (OEU 3)

(9 weeks)

Students work in collaborative small groups and select from a variety of text sets provided by the teacher. The choices represent both literary and informational texts in a variety of formats. The text sets are related to particular topics introduced by the teacher that lend to interesting discussion and inquiry. Students investigate the topic through close reading and collaborative discussion about the text. Students also investigate authors craft and structure in these texts. After these investigations, students collaboratively write a short informative/explanatory text about a topic, carefully considering the organization of ideas, concepts and information.

Grade 8 ELA Literature Standards

The students will, after reading a variety of texts, develop possible questions for inquiry about an issue raised by their texts. Students discuss their specific arguments raised from their inquiry research with small groups and partnerships. The information gathered in Modules A and B, provides the foundation for writing an argument and taking action in Module C.

OEU3 – Module A: Reading to Write an Informative/Explanatory Text and Develop a Question for Inquiry

Model how to select and cite the textual evidence that most strongly supports analysis of what the text says explicitly

Model how to select and cite textual evidence to support analysis of inferences drawn from the text

Model how to introduce a topic clearly, previewing what is to follow

Model how to organize ideas, concepts and information into broader categories

Model how to develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

Model how to use appropriate and varied transitions to relate cohesion and clarify the relationships among ideas and concepts

Model how to use precise language and domain-specific vocabulary to inform about or explain the topic

Model how to establish and maintain a formal style

Model how to provide a concluding statement or section that follows from and supports the information or explanation presented

Model how to develop a question, for inquiry, generating additional related, focused questions for further research and investigation

Model how to include formatting, graphics, and multimedia when useful to aiding comprehension

OEU3 – Module B: Collecting Relevant & Sufficient Evidence

- Model how to use a self-generated research question that can be addressed in a short research project
- Model how to use search terms effectively to gather several print and digital sources
- Model how to assess the credibility and accuracy of print and digital sources
- Model how to generate additional related, focused questions that allow for multiple avenues of exploration throughout the research process
- Model how to quote or paraphrase the data and conclusions of others
- Model how to follow a standard format for citation (bibliographic information and in-text citations)
- Model how to determine an author's point of view or purpose in text
- Model how to analyze how the author acknowledges and responds to conflicting evidence or viewpoints
- Model how to analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining key concepts
- Model how to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Model how to recognize when an argument introduces irrelevant evidence

- Model how to determine the meaning of words and phrases as they are used in informational text, including figurative, connotative (lang. arts), and technical meanings
- Model how to analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts
- Model how to listen to an argument and delineate the speaker's argument from specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
- Model how to evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea

Grade 8 ELA Writing Standards

Students research their question and begin to form a well-developed argument about it. Students collect, closely read, and analyze informational texts in a variety of formats including argumentative texts gathered as part of their research. Throughout the research process, students participate in conversations about mentor texts, and develop techniques for organizing their research findings in a method that aligns with the text structure.

OEU3 – Module C: Taking Action to Change Thinking

- Review techniques for avoiding plagiarism, including paraphrasing, quoting, and following a standard format for citation
- Model how to introduce a claim(s)
- Model how to acknowledge and distinguish alternate or opposing claims
- Model how to organize the reasons and evidence logically
- Model how to support claim(s) with logical reasoning and relevant evidence
- Model how to support claim(s) with accurate, credible sources
- Model how to use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- Model how to present claims and findings in an oral presentation, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details
- Model how to establish and maintain a formal style
- Model how to include multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- Model how to use appropriate eye contact when presenting
- Model how to use adequate volume, and clear pronunciation when presenting

- Model how to listen to an oral presentation to analyze the purpose of information presented in diverse media and formats and evaluate the motives behind the presentation

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

The students will write an argument, distinguishing their claim from the counterclaim while providing evidence for both, based on the research conducted in Module B. Students will analyze mentor texts to notice craft and structural techniques authors use in effective arguments, then apply the writing process to the elements in their own argumentative essay and the essay becomes the basis for their class presentation. Students analyze how different forms of media influence the way an argument is presented and apply this to their multimedia presentations based on task, purpose, and audience. Students will design a social action project based on that argument.

Grammar Focus:

- Model how to explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences
- Model how to form and use verbs in the active and passive voice
- Model how to recognize and correct inappropriate shifts in verb voice
- Model how to form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- Model how to recognize and correct inappropriate shifts in mood

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 8 ELA Language Standards

The students will be able to produce short nonfiction writing using both active and passive verb voice and shifts in mood. Students will be formally assessed on verbals and will also demonstrate their authentic use in their OEU 3 - C writing piece.

Unit 4: (OEU 4)

(3-6 weeks)

Reading: Students read a literary text and/or literary nonfiction text and view/experience a filmed or live production of the same text, analyzing how modern works draw on myths, traditional stories, or religious works.

Grade 8 ELA Literature Standards

The students will analyze how authors', actors', and directors' choices about craft, structure, and language shape meaning and style. Students analyze reviews of the book and filmed or live production to consider how each was received by the audience and document their thinking. Students create their own project to demonstrate understanding of author's craft, subjective reviews, and comprehension of literature.

OEU4 – Module A: Analyzing the Choices of Authors & Directors

- Model how to compare and contrast the structure of two or more texts
- Model how to analyze how the differing structure of each text contributes to its meaning and style
- Model how to analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script
- Model how to evaluate choices made by director or actors
- Model how to analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new

OEU4 – Module B: Creating Original Works to Reflect Authors' and Directors' Craft

- Model how to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Model how to use figures of speech (e.g., verbal irony, puns) in original writing
- Model how to include clues in original writing to help the reader use the relationship between particular words to better understand each of the words
- Model how to consider connotations (associations), and denotations (definitions), of words when writing (e.g., bullheaded, willful, firm, persistent, resolute)
