

Middle School - 8th Grade ELA

North Boone CUSD 200

UNITS (5/5 SELECTED)

SUGGESTED DURATION

 Unit 1: Finding your Path	<i>30 lessons</i>
 Unit 2: The Thrill of Horror	<i>30 lessons</i>
 Unit 3: Gadgets and Glitches	<i>30 lessons</i>
 Unit 4: Places We Call Home	<i>30 lessons</i>
 Unit 5: The Legacy of Anne Frank	<i>30 lessons</i>

Unit 1: Finding your Path

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STANDARDS

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.L.8.5a

Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-Literacy.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

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CCSS.ELA-Literacy.W.8.1b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.W.8.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.8.4b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy.L.8.5

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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PRIORITY STANDARDS

CCSS.ELA-Literacy.RL.8.1/RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

Unit 1: Finding your Path

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	What does it mean to "grow up"? What lessons do we learn during adolescence?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Elements of Fiction • RACE writing method • Fiction Signposts and Nonfiction Signposts • Summarizing and Paraphrasing • Text and paragraph structure • Main idea and supporting details • Author's purpose • Realistic Fiction • Symbolism • Context Clues • Direct and Indirect Characterization • Setting and effect on Plot • Theme • Structure of a Letter and an Email • Personal Narrative structure • Greek and Latin roots 	<ul style="list-style-type: none"> • Analyze and explain the narrative structure of a literary text. • Analyze and use evidence to explain theme development. • Discuss character relationships and characteristics. • Cite evidence to support analysis of the plot and summarize. • Analyze how an author uses dialogue to develop characters. • Determine meanings of words and phrases. • Cite evidence to support analysis of the text's structure and characters. • Discuss how the story connects different character perspectives. • Identify context clues to determine meaning of new terms. • Conduct research on the causes of teen mood swings and ways to cope with them. • Freewrite in response to literature and personal experience. • Analyze multiple points of view of a shared topic. • Conduct research about the amount of time teens and adults spend online and any resulting effects. • Use context clues to define unfamiliar words. <ul style="list-style-type: none"> •Write a personal narrative. •Use strategies to plan and organize a personal narrative. •Write a conclusion that reveals why the experience was meaningful. •Revise draft, incorporating feedback from peers. •Edit draft, checking it for the proper use of standard English conventions and correcting and misspellings.

Unit 1: Finding your Path

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LEARNING PLAN

Unit Resources:

- HMH Into Literature - Unit 5
- HMH Grammar Studio
- HMH Writing Studio
- Novel: *The Outsiders* by S.E. Hinton
- IXL

Summary of Learning Activities: (including lessons from Into Literature)

- Texts
 - The Debt We Owe the Adolescent Brain
 - The Allure of Gangs
 - Dear Teenager (poem)
 - Novel: *The Outsiders*

Unit 2: The Thrill of Horror

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STANDARDS

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-Literacy.RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCSS.ELA-Literacy.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.7

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, evaluating the choices made by the director or actors.

CCSS.ELA-Literacy.W.8.1a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.8.1b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Unit 2: The Thrill of Horror

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CCSS.ELA-Literacy.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1b
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1c
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1d
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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CCSS.ELA-Literacy.L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.8.4b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

PRIORITY STANDARDS

CCSS.ELA-Literacy.RL.8.1/RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.

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

Unit 2: The Thrill of Horror

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	How can writers evoke emotional and physical responses in their audiences?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• RACE writing method• Nonfiction Signposts• Summarizing and Paraphrasing• Suspense• Tone and Mood• Author's Purpose• Imagery• Rhyme Scheme• Evidence-Based inference• Poem Structure• Point of View and Setting• Foreshadowing• Genres: horror, film, literary criticism• Elements of Fiction• Direct and Indirect Characterization	<ul style="list-style-type: none">• Determine meanings of words and phrases.• Identify and analyze the use of figurative language.• Identify and gather relevant information from a variety of sources.• Cite evidence to support the identification of a theme.• Recognize the use of and purpose of foreshadowing.• Identify words and phrases that build suspense in a text.• Conduct research about horror stories and their authors.• Cite evidence to support analysis of literary criticism and paraphrase and summarize text.• Write about horror story elements.• Discuss author's purpose and literary references.• Cite evidence to support analysis of a story.• Identify words and phrases that build suspense in a text.• Collaborate in a group discussion.• Analyze the effect of suspense in writing.• Summarizing main ideas.

Unit 2: The Thrill of Horror

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LEARNING PLAN

Unit Resources:

- HMH Into Literature - Unit 2
- HMH Grammar Studio
- HMH Writing Studio
- IXL

Summary of Learning Activities: (including lessons from Into Literature)

- Texts:
 - What is the Horror Genre?
 - Super Short Scary Stories
 - The Hollow
 - The Landlady
 - The Landlady Film
 - Limestone Podcast

Unit 3: Gadgets and Glitches

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STANDARDS

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.8

Delineate 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.

CCSS.ELA-Literacy.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-Literacy.SL.8.1b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.1a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.9b

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate 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").

CCSS.ELA-Literacy.RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text

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contributes to its meaning and style.
CCSS.ELA-Literacy.RL.8.6
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.W.8.1
Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.8.1a
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1d
Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1e
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.8.4b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RI.8.8: Delineate 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.

Unit 3: Gadgets and Glitches

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	Does technology better or worsen our lives?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• RACE writing• Character motivation• Cause and effect• Science fiction genre• Nonfiction Signposts• Text elements• Mood, setting, point of view, tone• Direct and Indirect Characterization• Summarizing• Sonnets, rhythm, rhyme scheme, poem structure• author's argument, claim, counterclaim• credible sources	<ul style="list-style-type: none">• Engage in a debate on the topic of technology.• Collaborate in a group discussion.• Determine meanings of words and phrases.• Analyze multiple points of view of a shared topic.• Cite evidence to support analysis of the text and analyze argumentative claims.• Analyze and use evidence to explain the structure and rhetorical devices used to develop an argument.• Conduct research about smartphones and social media.• Compare the characteristics and strengths of two arguments.• Write an argument about whether technology and social media are obstacles to friendship.• Use strategies to plan and develop your argument.• Use the Mentor Text as a model for writing an appealing introduction and using reasons and evidence to support a claim.• Revise your draft, working with a partner in a peer review.• Edit drafts using standard English conventions, correcting misspelling and grammatical errors.• Publish your argument to share it with an audience.

Unit 3: Gadgets and Glitches

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LEARNING PLAN

Unit Resources:

- HMH Into Literature - Unit 1
- HMH Grammar Studio
- HMH Writing Studio
- Junior Scholastic
- IXL

Summary of Learning Activities: (including lessons from Into Literature)

- Texts
 - The Brave Little Toaster
 - Interflora
 - The Rise of Robots (Jr. Scholastic)
 - Is Technology Killing our Friendships? (SCOPE)
 - Heads Up, Humans
 - It's Complicated: The Social Lives of Networked Teens
 - Outsmart your Smartphone

Unit 4: Places We Call Home

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STANDARDS

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.W.8.9a

Apply grade 8 Reading standards to literature (e.g., "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").

CCSS.ELA-Literacy.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.W.8.3a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.8.3b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.8.3d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.L.8.1

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.4b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy.RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6—8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.8.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.8.3c
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CCSS.ELA-Literacy.W.8.3e
Provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit 4: Places We Call Home

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PRIORITY STANDARDS

CCSS.ELA-Literacy.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Unit 4: Places We Call Home

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	<p>How do our experiences shape who we become?</p> <p>Despite our differences, what do we all, as a human race, have in common?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">• RACE writing• narrative structure• theme, character, setting, dialogue• tone, point of view• summarizing and paraphrasing• linear and nonlinear plot development• inquiry and research skills• characterization and character motivation• context clues• Fiction Signposts• Elements of Poetry	<ul style="list-style-type: none">• Analyze and explain the narrative structure of a literary text.• Analyze and use evidence to explain theme development.• Discuss character relationships and characteristics.• Cite evidence to support analysis of the plot and summarize.• Analyze how an author uses dialogue to develop characters.• Determine meanings of words and phrases.• Write a poem.• Make inferences about the speaker of a poem.• Demonstrate knowledge of rhyme schemes in poetry.• Determine meanings of words and phrases.• Make inferences to determine the poem's subject and tone.

Unit 4: Places We Call Home

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LEARNING PLAN

Unit Resources:

- HMH Into Literature - Unit 3
- HMH Grammar Studio
- HMH Writing Studio
- Novel: *Refugee* by Alan Gratz
- IXL

Summary of Learning Activities: (including lessons from Into Literature)

- Texts
 - Novel: *Refugee*
 - Refugee Poem and Hamilton Mixed Tape
 - The Girl Who Fell from the Sky
 - 7 Secrets of Survival Success
 - Poetry

Unit 5: The Legacy of Anne Frank

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STANDARDS

National Common Core - Grade 8 - English Language Arts (ELA)

CCSS.ELA-Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-Literacy.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.W.8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.L.8.4a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its

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relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.W.8.4

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

CCSS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.2

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

CCSS.ELA-Literacy.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.8.4b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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PRIORITY STANDARDS

CCSS.ELA-Literacy.RI.8.1/RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
	<p>What can we learn from Anne Frank's story?</p> <p>Do we have a responsibility to stand up for our fellow humans when their lives or rights are in danger?</p> <p>What do you want your legacy to be?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Genres: Drama, Diary, Graphic Novel, and Speech • Plot development • Primary Sources • Rhetorical devices: repetition, parallelism • theme • alliteration, assonance, consonance, repetition, simile, metaphor, onomatopoeia • biography • claim and evidence 	<ul style="list-style-type: none"> • Analyze drama, including analysis of plot development. • Make, correct, and confirm predictions. • Conduct research about the Nazi campaign against the Jews. • Discuss and dramatize a subplot. • Analyze elements of a diary entry. • Make and support inferences about a text. • Conduct research about Anne Frank's diary. • Discuss the value and characteristics of primary sources. • Distinguish between connotative and denotative text. • Cite evidence to support analysis of persuasive appeals. • Research Elie Wiesel's work as a humanitarian and activist. • Discuss efforts to fight religious fanaticism and racial hate. • Analyze rhetorical devices. • Determine meanings of words and phrases. • Analyze drama, including analysis of plot development • Make, correct, and confirm predictions • Discuss and dramatize subplot • Analyze elements of a diary entry • Make and support inferences about a text • Conduct research about Anne Frank's diary • Illustrate an event in Anne Frank's life • Discuss the value and characteristics of primary sources • Distinguish between connotative and denotative

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Students will know (Knowledge):	Students will be able to do (Skills):
	<p>text</p> <ul style="list-style-type: none">• Cite evidence to support analysis of persuasive appeals• Discuss efforts to fight religious fanaticism and racial hate

LEARNING PLAN

Unit Resources:

- HMH Into Literature - Unit 6
- HMH Grammar Studio
- HMH Writing Studio
- IXL

Summary of Learning Activities: (including lessons from Into Literature)

- Texts
 - Drama: The Diary of Anne Frank
 - from The Diary of a Young Girl
 - from Anne Frank's Diary: The Graphic Adaptation
 - After Auschwitz
 - First They Came
 - There But for the Grace
 - Righteous Gentiles / Resistance
 - Nobel Prize Acceptance Speech - Elie Weisel
 - PBS - Righteous Gentiles Nonfiction Unit