8th Grade SPED Resource ELA--Reading Curriculum

Course Description: 8th Grade English Language Arts--Reading is a course that focuses on creating thoughtful readers. This course emphasizes information literacy, critical thinking, elements of literature, text structures, and analysis of arguments. The ultimate goal is to produce life-long readers who can be successful in future endeavors.

Scope and Sequence:

<table>
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<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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<tr>
<td>2-3 Weeks</td>
<td>Reading for Life</td>
<td>Topic 1: Reading for Life</td>
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<tr>
<td>3-4 Weeks</td>
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<td>Topic 2: Communicating in Reading</td>
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<td>Topic 3: Rules of a Conversation/Group Dynamics</td>
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<td>8-9 Weeks</td>
<td>Elements of Literature</td>
<td>Topic 1: Theme and Central Idea</td>
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<td>8-11 Weeks</td>
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<td>Topic 3: Word Choice</td>
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<td>6-7 Weeks</td>
<td>Information Literacy and Critical</td>
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<td>1 Week</td>
<td>Thinking</td>
<td>Topic 2: Critical Thinking/Text Analysis</td>
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<td>3-4 Weeks</td>
<td>Analysis of the Argument</td>
<td>Topic 1: Study of Arguments</td>
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<td>8-9 Weeks</td>
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<td></td>
<td>It Mean to Be A Reader?</td>
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</table>

*This document contains the entire 8th Grade English Language Arts—Reading curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the 8th Grade SPED Resource English Language Arts—Reading class.
Curriculum Revision Tracking:

**Spring, 2020**
Sequence of units was changed.
Unit 1:
- Deleted Topics 1 and 3 and created new ones. Embedded skills in old topics 1 and 3 into other experiences in the course.
- Complete revision of most experiences in this unit.
Unit 2:
- Was unit 3 in previous sequences
- Added ongoing skill building
Unit 3:
- Was unit 2 in previous sequences
- Added ongoing skill building
Unit 4:
- Was unit 5 in previous sequences
- Added ongoing skill building
- Deleted Topic 2
- Revised Engaging Scenario
Unit 5:
- Revised Essential Questions
- Revised all Topics, Experiences, and Engaging Scenario

**Fall, 2018**
- Pacing changed from “class periods” to “minutes”

**Spring 2018**
Unit 2:
- Topic 1, Experience 2 was changed
- Project options added to Engaging Scenario

**Spring 2017**
Unit 1:
- New experience 2 for Topic 2 (previous one was removed)
- Pacing for unit was lengthened
- Topic 3, Experience 1 was changed
Unit 4:
- New Unit Title
Spring 2016
Unit 1:
- Topic 2, Engaging Experience 2 removed
- Adjustments made to the Engaging Scenario
- Unit pacing shortened

Unit 2:
- Topic 1, Experience 2 adjusted
- Unit pacing lengthened
- Added Topic 3, Engaging Experience 3
- Engaging Scenario adjusted

Unit 3:
- Added an engaging Experience to Topic 3
- Engaging Scenario adjusted

Unit 4:
- All topics and engaging experiences have changed
- Engaging Scenario has changed

Unit 5:
- Addition of a new Topic 1
- Previous Topic 1 was moved to Topic 2
- Pacing adjusted
Unit 1: Reading for Life

Subject: Reading
Grade: 8
Name of Unit: Reading for Life
Length of Unit: 2-3 weeks 3-4 weeks
Overview of Unit: The theme of this unit (and an overarching theme for this year in both Writing and Reading) is the concept of “truth” and encouraging students to discover aspects of what truth is as well as how to find it different aspects of communication (writing, reading, and speaking & listening).

Priority Standards for unit:

- 8.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently

Supporting Standards for unit:

- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
Sample template of the day:

<table>
<thead>
<tr>
<th>Read</th>
<th>Students should read 20 minutes silent daily (SSR)</th>
</tr>
</thead>
</table>
| Write         | ● Students should reflect on reading for 10 minutes (Journal reflections)  
                           ● Take Cornell Notes  
                           ● Curate book lists you would like to read |
| Study         | Mini lessons related to unit standards: Choosing a book, responding to what you have read |
| Do            | Students should establish readers workshop (Refer to Kittle & Ghallager for detailed specifics) |
| Share         | Student/Teacher conference (Readers workshop)  
                           ● Book talks  
                           ● Conference with students  
                           ● Reading minute (Ghallager)  
                           ● First chapter Fridays  
                           ● Free read Friday |

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’ s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules for collegial discussions and decision-making</td>
<td>Follow</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Progress toward specific goals and deadlines</td>
<td>Track</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Individual roles as needed</td>
<td>Define</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Literature, including stories, dramas, and poems, independently and proficiently.</td>
<td>Read</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Literature, including stories, dramas, and poems, independently and proficiently.</td>
<td>Comprehend</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. Why is it important to communicate effectively?
2. How should you communicate in reading class?
3. How will reading benefit me in my life?
Enduring Understanding/Big Ideas:

1. Effective communication involves coming to class prepared, following the rules of discussions, posing questions and responding to others with relevant information. It also involves writing that is relevant, detailed, and coherent supported by a clear command of conventions to communicate ideas clearly.

2. It is important to communicate effectively so ideas are understood and the ideas of others are easily understood.

3. Learning to be a lifelong reader is both important and beneficial.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delineate</td>
<td>Collaborate</td>
</tr>
<tr>
<td>coherent</td>
<td>Cooperate</td>
</tr>
<tr>
<td>engage</td>
<td>Present</td>
</tr>
<tr>
<td>evidence</td>
<td>Multi-Media</td>
</tr>
<tr>
<td>elaborate</td>
<td></td>
</tr>
<tr>
<td>relevant claims</td>
<td></td>
</tr>
</tbody>
</table>
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a communication that will present a “Truth” about them or their generation individually and present a photo along with paragraph to explain the truth of generational stereotypes they are involved in daily.

Students enter into this project from the New York Times in order to create the “real life” application [https://www.nytimes.com/2018/09/05/learning/show-us-your-generation-a-photo-contest-for-teenagers.html](https://www.nytimes.com/2018/09/05/learning/show-us-your-generation-a-photo-contest-for-teenagers.html)
Topic 1: Reading for Life

Engaging Experience 1
Title: Reading for life
Suggested Length of Time: 80-90 minutes

Standards Addressed

Priority:
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently

Supporting:
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Setting up Reader’s Notebooks; Teacher/Student Expectations; Independent Reading; Book selection

Bloom’s Levels: Apply
Webb’s DOK: 3
Topic 2: Communicating in Reading

Engaging Experience 1

Title: Communicating in the Classroom

Suggested Length of Time: 80-90 minutes

Standards Addressed

Priority:

● 8.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Detailed Description/Instructions: Students will research effective communication techniques in reading and identify 5 of the most important rules. Then they will combine together with another group and consolidate until the class has reached a consensus of 10 rules. The team will eventually have a total list of about 10 rules for Communicating in ELA. These can be posted around the room

Bloom’s Levels: Apply

Webb’s DOK: 3
Notes for teachers:

1. This is the experience where the thematic idea of truth can begin. To introduce the idea, choose a short text that ties into the idea of finding truth or truth being revealed. Possible choices: “Frankenstein” poem by Edward Field (Collections), “Hanging Fire” by Audre Lorde and “Teenagers” by Pat Mora (Collections), “To Be of Use” poem by Marge Piercy (Collections).

2. Using the anchor texts, students can engage in conversations while also applying some of the text analysis work that they will be doing throughout the year.

Engaging Experience 1

Title: Rules of a Conversation/Group Dynamics

Suggested Length of Time: 80-90 minutes

Standards Addressed:

Priority:

- 8.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Supporting:

- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

Detailed Description/Instructions: Students will work together to flesh out the concept of truth in the texts. They should be assessed over following the rules of communication and speaking within the groups. Students should work in small groups first, and then discuss as a whole class. Options for whole class discussion include Fishbowl, Socratic Seminar, etc. Teacher should lead students to the understanding that truth can be a personal concept and can be (somewhat) universal based on cultural, historical, political, religious, scientific, etc. considerations.

Bloom’s Levels: Analyze/Create

Webb’s DOK: 2, 3
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Life</td>
<td>Creating classroom community &amp; launching readers workshop</td>
<td>Students will explore what it means to be a reader and why it’s important to everyday life. Students will learn how to choose engaging high interest books and set up readers workshop journals.</td>
<td>90-180 min</td>
</tr>
<tr>
<td>Communicating in a Professional setting</td>
<td>Communicating in the classroom</td>
<td>Students will research effective communication techniques to come up with a “Top 10 List.” Students will research and develop lists individually first. They will then share these presentations with a group and create a group presentation to share with the class. The class will then develop a “Top 10 List” of effective communication techniques to be posted and used in the classroom.</td>
<td>90 min</td>
</tr>
<tr>
<td>Rules of a Conversation/ Group Dynamics</td>
<td>Rules of a Conversation/ Group Dynamics</td>
<td>Students will discuss literature read in class, and then work through the concept of finding truth. To visualize this, they will create a generational stereotype project and enter into the New York Times teens project</td>
<td>180 min</td>
</tr>
</tbody>
</table>
Unit 2: Elements of Literature

Subject: Reading  
Grade: 8  
Name of Unit: Elements of Literature  
Length of Unit: 8-9 weeks 8-11 weeks  
Overview of Unit: Students will use a variety of literature to analyze the differences between topic and theme, the different points of view and elements of characterization. They will also examine the words authors use to strengthen writing and examine how choosing words affects writing. Tying into the theme of truth, this unit challenges students to recognize that humans use literature as an escape from more uncomfortable truths, but also that literature serves to expose those truths to us.

Priority Standards for unit:

- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.A Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Supporting Standards for unit:

- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RL.3.A 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.
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.B Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
<table>
<thead>
<tr>
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<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>theme or central idea of a text</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>development of theme or central idea over the course of the text</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>objective summary of the text</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</td>
<td>Determine</td>
<td>Understand</td>
<td>2</td>
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<tr>
<td>textual evidence that most strongly supports an analysis of what the text says explicitly</td>
<td>Cite</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>inferences drawn from the text</td>
<td>Cite</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How does literature impact daily life?
2. What does literature teach us about life?
3. How do characters we read about affect thought processes?
4. How are characters, themes, or settings for modern movies and TV shows related to characters in older literature?

**Enduring Understanding/Big Ideas:**

1. Literature is written to connect to the human spirit and to help readers understand how people deal with universal situations.
2. Literature brings people together over common themes, ideas, and human ideals present throughout history.
3. Well-written literature has the power to influence the reader and shape their thinking on various topics. Authors use different techniques to help shape the views, thoughts, emotions, and behaviors of readers.
4. Characters, themes, and settings in modern literature, movies, and television are derived from universal themes and human experiences originally explored in classic literature, and other forms of media.
**Unit Vocabulary:**

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<thead>
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<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>inference</td>
<td>point of view</td>
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<td>explicitly</td>
<td>perspective</td>
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<td>summary</td>
<td>character</td>
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<td>cite</td>
<td>narrator</td>
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<td>contrast</td>
<td>setting</td>
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<td>theme</td>
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<td>flashback</td>
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<td>foreshadowing</td>
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<td>dialogue</td>
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<td>suspense</td>
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Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

After reading multiple texts as a whole class, students will be given a list of possible works to read as a small group or individually. They can annotate the text of the story and then complete an assessment of the standards addressed--this can be more traditional assessment aligned with a project where students express something significant about the story they’ve read in terms of the impact on characters and/or examples of the same elements in modern media. This project can encompass multiple standards and formats.

RESOURCE MODIFICATION: Consider having students create book trailers for the novel/short story/etc. they read during this unit.
On-Going Skill Building

Standards Addressed

Supporting:

- 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.

Detailed Description/Instructions: Allusion – a –Day: each day in this unit, project a commonly found allusion on the board. Students can then race or use this as a warm-up and look for the origin, how it’s used commonly, and one popular example of the allusion in culture. Students can also have a Glogster or Wikispace (or Schoology) that holds all of the allusions and can operate as a reference sheet.
Topic 1: Theme and Central Idea

Engaging Experience 1
Title: Topic vs. Theme
Suggested Length of Time: 45-90 minutes
Standards Addressed

Priority:
- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

Supporting:
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.

Detailed Description/Instructions: Assign video for students to watch for homework about topic vs. theme. (Examples: https://www.youtube.com/watch?v=9H6GCe7hmmA or https://www.youtube.com/watch?v=F9s8vqztKUk). This will give students a review about how a topic and theme differ and how to identify themes in literature. In class the following day, students can participate in stations reading different texts, or read texts as a class to and analyze the theme from there. This can also be used to analyze the central idea of individual paragraphs and differentiate that from theme.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 2
Title: Theme in a Bottle
Suggested Length of Time: 90-135 min
Standards Addressed

Priority:
- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:
- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
**Detailed Description/Instructions:** Students select a main character from one of the texts used in Engaging Experience 1 (or their own selection). Each student writes a letter from the character’s point of view. Using support from the text, the character should refer to feelings, thoughts or life lessons learned. Text theme should be specifically addressed in the context of the letter. Students decorate containers with symbols and scenery appropriate to the text and its theme. Plastic two-liter pop bottles work best as containers. Distribute these theme bottles to another class for peer evaluation. Both classes should be working on the same project with the same or similar texts. Each student should receive a bottle to evaluate. Students complete the peer assessment forms. After all the evaluations are complete, pair up students. Have the partners discuss the project they evaluated.

**RESOURCE MODIFICATION:** Consider allowing students within the class to peer evaluate rather than another class or put all letters in one bottle and share with the class in another middle school.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

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**Engaging Experience 3**

**Title:** Picture the Central Idea

**Suggested Length of Time:** 135-180 minutes

**Standards Addressed**

**Priority:**

- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Supporting:**

- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.

**Detailed Description/Instructions:** To review topic of central idea, have students find an image (from internet, phone, etc.) and write one sentence giving what they believe to be the main idea (the “who” and the “what”) of the image. Students share images with partner. Then, choose one of the passages from Engaging Experience 1 (or other student or teacher selected literature) and have students create a graphic organizer or other presentation (Prezi, slide presentation, paper, etc.) identifying main idea and analyzing how the main idea is developed over the course of the text. Note: This engaging experience is to help differentiate theme from main idea.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 2: Point of View and Characterization

Engaging Experience 1
Title: Impact of Point of View
Suggested Length of Time: 135-180 min
Standards Addressed

Priority:
● 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

Supporting:
● 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

Detailed Description/Instructions: Teachers will need to review the different types of POV prior to starting this experience. Read a story in small groups or as a class and analyze the Point of View of the story. Then, read an excerpt with a different POV and compare/contrast. Students could rewrite one of the works in a new POV and reflect on how it changes the narrative.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: Characterization Talk Show
Suggested Length of Time: 135-180 min
Standards Addressed

Priority:
● 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:
● 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
● 8.RL.3.A 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.
● 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
● 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
**Detailed Directions/Instructions:** Students can pick a character from a story read previously (or a new story) and put them on a talk show with that character as the guest. They can take turns being interviewed with each student as a different character. They can record this “talk show” or perform it live. They can emulate an already popular show or create their own.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 3: Word Choice

Engaging Experience 1
Title: Analyzing effective word choice
Suggested Length of Time: Approx 1-2 weeks
Standards Addressed

Priority:
- 8.RL.1.A Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Supporting:
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions: Students will examine the words authors use to strengthen writing and examine how choosing words affects writing. This unit should examine how an author expresses the truth they are trying to tell through the structures of their writing.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: Which Works Best – Maya Angelou
Suggested Length of Time: 135-180 min
Standards Addressed

Priority:
- 8.W.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning
- 8.W.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Supporting:
- 8.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
Detailed Description/Instructions: Read a poem, a speech, and an excerpt of a prose by Maya Angelou. Students compare her style in each work, focusing on the different structure and how that creates or changes her meaning and style (tone, word choice, allusions, etc.). Students should be deconstructing and comparing the three texts using a guided notes sheet and/or reflection page. They can use this to help them in Experience 3.

Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 3
Title: Words, Words, Words
Suggested Length of Time: 135-180 min
Standards Addressed

Priority:
- 8.W.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Supporting:
- 8.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

Detailed Description/Instructions: Look at a few famous speeches (e.g. “I Have a Dream”, Winston Churchill’s speech during WWII, etc.) and remove the allusions present. They would then replace the allusions with their own; they should change the meaning of the speech through these allusions.

Bloom’s Levels: Analyze
Webb’s DOK: 1, 2
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme and Central Idea</td>
<td>Topic vs. Theme</td>
<td>Assign video for students to watch for homework about topic vs. theme. (Examples: <a href="https://www.youtube.com/watch?v=9H6GCe7hmMA">https://www.youtube.com/watch?v=9H6GCe7hmMA</a> or <a href="https://www.youtube.com/watch?v=F9s8vqztKUk">https://www.youtube.com/watch?v=F9s8vqztKUk</a>. This will give students a review about how a topic and theme differ and how to identify themes in literature. In class the following day, students will participate in stations where they read various short pieces of text to determine the theme and analyze how the theme was developed over the course of each text. Teachers might want to choose texts with a strong message (Aesop’s Fables, Grimm’s tales, poems, etc.)</td>
<td>45-90 min</td>
</tr>
<tr>
<td>Theme and Central Idea</td>
<td>Theme in a Bottle</td>
<td>Students select a main character from one of the texts used in Engaging Experience 1 (or their own selection). Each student writes a letter from the character’s point of view. Using support from the text, the character should refer to feelings, thoughts or life lessons learned. Text theme should be specifically addressed in the context of the letter. Students decorate containers with symbols and scenery appropriate to the text and its theme. Plastic two-liter pop bottles work best as containers. Distribute these theme bottles to another class for peer evaluation. Both classes should be working on the same project with the same or similar texts. Each student should receive a bottle to evaluate. Students complete the peer assessment forms. After all the evaluations are complete, pair up students. Have the partners discuss the project they evaluated.</td>
<td>90-135 min</td>
</tr>
<tr>
<td>Theme and Central Idea</td>
<td>Picture the Central Idea</td>
<td>To review topic of main idea, have students find an image (from internet, phone, etc.) and write one sentence giving what they believe to be the main idea the “who” and the “what”) of the image. Students share images with partner. Then, choose one of the passages from Engaging Experience 1 (or other student or teacher selected literature) and have students create a graphic organizer or other presentation (Prezi, slide presentation, paper, etc.) identifying main idea and analyzing how the main idea is developed over the course of the text.</td>
<td>135-180 min</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Point of View and Characterization</td>
<td>Impact of Point of View</td>
<td>Teachers will need to review the different types of POV prior to starting this experience. Read a story in small groups or as a class and analyze the Point of View of the story. Then, read an excerpt with a different POV and compare/contrast. Students could rewrite one of the works in a new POV and reflect on how it changes the narrative.</td>
<td>135-180 min</td>
</tr>
<tr>
<td>Point of View and Characterization</td>
<td>Characterization Talk Show</td>
<td>Students can pick a character from a story read previously (or a new story) and put them on a talk show with that character as the guest. They can take turns being interviewed with each student as a different character. They can record this “talk show” or perform it live. They can emulate an already popular show or create their own.</td>
<td>135-180 min</td>
</tr>
<tr>
<td>Word Choice</td>
<td>Analyzing effective word choice</td>
<td>Students will examine the words authors use to strengthen writing and examine how choosing words affects writing. This unit should examine how an author expresses the truth they are trying to tell through the structures of their writing.</td>
<td>1-2 weeks</td>
</tr>
<tr>
<td>Word Choice</td>
<td>Which Works Best—Maya</td>
<td>Read a poem, a speech, and an excerpt of a prose by Maya Angelou. Students compare her style in each work, focusing on the different structure and how that creates or changes her meaning and</td>
<td>135-180 min</td>
</tr>
<tr>
<td>Word Choice</td>
<td>Words, Words, Words</td>
<td>Look at a few famous speeches (e.g. “I Have a Dream”, Winston Churchill’s speech during WWII, etc.) and remove the allusions present. They would then replace the allusions with their own; they should change the meaning of the speech through these allusions.</td>
<td>135-180 min</td>
</tr>
</tbody>
</table>

### Unit 3: Information Literacy and Critical Thinking

**Subject:** Reading  
**Grade:** 8  
**Name of Unit:** Information Literacy and Critical Thinking
**Length of Unit:** 6-7 weeks **1 week**

**Overview of Unit:** Students will come up with research rules and then apply them to a project on the topic of social justice. This connects to the overall theme of truth by demonstrating some of the darker sides of truth within the world. Many students are not aware of some of the negative things happening in the world, or of their ability to affect change in it. This unit forces them to confront some of the more uncomfortable truths about humanity and gives them a chance to see how they can work to change it, even from across the world.

**Priority Standards for unit:**
- 8.RI.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.RI.1.A. 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.

**Supporting Standards for unit:**
- 8.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
| Conclusions by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | infer | Analyze | 3 |
| Conclusions by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | analyze | Analyze | 2 |
| the central/main idea(s) of a text and its development over the course of a text; provide an objective summary of the text. | Explain | Understand | 2 |
| the central/main idea(s) of a text and its development over the course of a text; provide an objective summary of the text. | analyze | Analyze | 2 |
| the central/main idea(s) of a text and its development over the course of a text; provide an objective summary of the text. | summarize | Understand | 2 |
| new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented. | Acknowledge | Analyze | 3 |
| new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented. | qualify | Evaluate | 4 |
| new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented. | justify | Evaluate | 4 |
| relevant information from multiple print and digital sources, search terms effectively; credibility and accuracy of each source | Gather | Analyze | 3 |
| data and conclusions of others while avoiding plagiarism and following a standard format for citation. | quote | apply | 2 |
| the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | paraphrase | Apply | 2 |
plagiarism and following a standard format for citation. | avoid | Apply | 2
---|---|---|---
standard format for citation. | follow | Apply | 2

**Essential Questions:**

1. How do you find information to support a given topic?
2. Why do you need to determine if information is credible and relevant?
3. How do you know if information is credible and relevant?
4. How do our experiences and what we read influence our thinking?

**Enduring Understanding/Big Ideas:**

1. To successfully find information, you must use appropriate search terms to locate information from a variety of print and digital resources.
2. Credible and relevant information is necessary to make informed, realistic, and safe decisions.
3. You can recognize credible and relevant information by evaluating the author and source.
4. Our experiences help shape who we are as people and “color” our views on certain topics and situations.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>print source</td>
<td>informational text</td>
</tr>
<tr>
<td>digital source</td>
<td>literary text</td>
</tr>
<tr>
<td>informational text</td>
<td>citation</td>
</tr>
<tr>
<td>literary text</td>
<td>plagiarism</td>
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<tr>
<td>reflection</td>
<td>credibility</td>
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<tr>
<td>evidence</td>
<td>evidence</td>
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<tr>
<td>analysis</td>
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<tr>
<td>citation</td>
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<tr>
<td>plagiarism</td>
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<tr>
<td>paraphrase</td>
<td></td>
</tr>
<tr>
<td>credibility</td>
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</tr>
</tbody>
</table>
Standards Addressed

Supporting:

- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions: While researching and completing activities related to their world problem and research skills, students can read and analyze texts from multiple genres about human rights violations in history (e.g. the Holocaust—they can also do research on this topic to supplement these readings and tie in to the unit). These readings can use creative non-fiction, argumentative, poetry, informational, memoir, etc. and can help students connect their research to both literature and the world around them. The unit can begin through the use of literature circles that then drive the research. For example, if a student was interested in slavery from Unit 1, they could read *Sold* and then do research into one of the ideas presented in that novel.
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students create a museum exhibit about the topic they have been researching. This could include a brochure, a PSA, infographic, or some other method of educating and informing the public about this problem and ways to solve it. This should reflect the research done over the course of the unit, with citations or records of research included. The information should NOT be argumentative in nature, but can include pictures, music, etc. that might help convince the audience of their positions. The format of the product should be professional and researched--for example, if they choose to use an infographic, they should research what professional infographics look like and produce professional work. This project should span a few weeks for research, practice, and then finally presentations.

Linked [HERE](#) are several possible project options
Topic 1: Information Literacy

Engaging Experience 1:
Title: Rules of Research
Suggested Length of Time: 80-90 minutes

Standards Addressed

Priority:
- 8.RI.1.A. 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.

Detailed Description/Instructions: Students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.

Bloom’s Levels: Create
Webb’s DOK: 1

Engaging Experience 2
Title: Research Practice and Production
Suggested Length of Time: Two to three 45-minute class periods

Standards Addressed

Priority:
- 8.RI.1.A. 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.

Supporting:
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

Detailed Description/Instructions: (Teachers can review the criteria for credible/reliable sources here, but it will be explicitly taught in Writing. The focus here should be on the content of the source itself, especially bias)

Day 1: Students learn about bias and how it can affect the credibility of a source
Day 2: students analyze how similar news stories can be affected based on the bias of the source that produced them. They find at least 2 examples of stories and annotate, highlighting and analyzing the differences.
Day 3: Analysis of sources and their credibility- students make a poster featuring 3 versions of the same story - 2 biased and 1 neutral and pull quotes that show the difference in perspective from each source.

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 2: Critical Thinking/Text Analysis

Engaging Experience 1
Title: Text Annotation
Suggested Length of Time: 45-90 minutes

Standards Addressed

Priority:

- 8.RI.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Supporting:
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.

Detailed Description/Instructions: Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on this independently during the research portion of their engaging scenario.

Bloom’s Level: Understand /Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Proposing Solutions to Problems
Suggested Length of Time: Approximately 1 ½ - 2 weeks

Standards Addressed

Priority:

- Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.RI.1.A 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.
Supporting:
- Interpret visual elements of a text and draw conclusions from them (when applicable).

Detailed Description/Instructions: Students research things others have already done to attempt to solve their problem. They can create a guide to understanding these possible solutions and why they have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem. Students can also research organizations and/or people who are working to solve the problem— they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 4

Engaging Experience 3
Title: Digital text and Media – differences and choices
Suggested Length of Time: 90-135 minutes
Standards Addressed
Priority:
- Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Detailed Description/Instructions: Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.

Bloom’s Levels: Analyze, Evaluate
Webb’s DOK: 4
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy</td>
<td>Rules of Research</td>
<td>Students will work together to brainstorm and ultimately create a class list of research rules to be posted and utilized for future research activities.</td>
<td>45-90 min</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Research Practice and Production</td>
<td>(Teachers can review the criteria for credible/reliable sources here, but it will be explicitly taught in Writing. The focus here should be on the content of the source itself, especially bias) Day 1: Students learn about bias and how it can affect the credibility of a source Day 2: students analyze how similar news stories can be affected based on the bias of the source that produced them. They find at least 2 examples of stories and annotate, highlighting and analyzing the differences. Day 3: Analysis of sources and their credibility- students make a poster featuring 3 versions of the same story - 2 biased and 1 neutral and pull quotes that show the difference in perspective from each source.</td>
<td>90-135 min</td>
</tr>
<tr>
<td>Critical Thinking/Text Analysis</td>
<td>Text Annotation</td>
<td>Students find one piece of evidence for their topic and reflect on it in conjunction with the Ongoing Skill-Building readings. They can annotate their piece of evidence with specific guidance to identify the most valuable parts of it, and they can annotate the other readings for the same purpose – they can then work on this independently during the research portion of their engaging scenario.</td>
<td>45-90 min</td>
</tr>
<tr>
<td>Critical Thinking/Text Analysis</td>
<td>Proposing Solutions to Problems</td>
<td>Students research things others have already done to attempt to solve their problem. They can create a guide to understanding these possible solutions and why they have not worked. They can then consider their proposed solutions and how they will be different from or similar to the current and past attempts to solve the problem. Students can also research organizations and/or people who are working to solve the problem – they could even communicate with those organizations or people to help increase their research and tie-in to the world at large. This could also factor into their final product and they can reflect on the differences between someone who is helping to solve a problem and someone who is involved in the problem (helping to solve or not).</td>
<td>Approximately 1 ½-2 weeks</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Critical Thinking/Text Analysis</td>
<td>Digital Text and Media—differences and choices</td>
<td>Students research different forms of digital text and media to determine which media they want to use for their final project. They can research and note the benefits of 2 or 3 different formats and then choose the one that they want to use. They would then research what the best of the best of their chosen media looks like as part of the final project. They should be able to articulate from their research what these look like and how they will incorporate them into their own work.</td>
<td>90-135 min</td>
</tr>
</tbody>
</table>

**Unit 4: Analysis of the Argument**
Subject: Reading
Grade: 8
Name of Unit: Analysis of the Argument
Length of Unit: 3-4 weeks
Overview of Unit: Students will analyze and assess facts and evidence, support their solutions, and defend their interpretations of an argument or debate. This ties back to the theme of truth because it helps students confront the search for truth and the defense of truth against an opponent. It also allows students the chance to potentially debate a subjective question that doesn’t necessarily have a right or wrong answer in order to demonstrate the complexity of truths in today’s world.

Priority Standards for unit:
● 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
● 8.W.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Supporting Standards for unit:
● 8.W.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
● 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a speaker’s argument and claims, and sufficiency of evidence in order to connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</td>
<td>Delineate</td>
<td>analyze</td>
<td>3</td>
</tr>
<tr>
<td>a speaker’s argument and claims, and sufficiency of evidence in order to connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>evaluating reasoning</td>
<td>Evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>
connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

| pose questions | Create | 4 |

**Essential Questions:**

1. How are strong claims formulated?
2. Why is it important to analyze an argument and determine its soundness?

**Enduring Understanding/Big Ideas:**

1. The best claims are supported through the use of thorough, objective evidence.
2. It is important to analyze arguments and claims presented in order to determine the difference between fact and interpretation, identify irrelevant evidence, and make individual opinions strongly supported and reasonable.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>fact</td>
<td>claim</td>
</tr>
<tr>
<td>interpretation</td>
<td>point of view</td>
</tr>
<tr>
<td>Evidence</td>
<td>author’s purpose</td>
</tr>
<tr>
<td>analyze</td>
<td>fact</td>
</tr>
<tr>
<td>reasoning</td>
<td>argument</td>
</tr>
</tbody>
</table>
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will read and analyze a variety of entries from the New York Time Column, The Ethicist. In small groups, students will be given questions that have been submitted to the column. Before writing their own thinking regarding the column, students will be given an opportunity to debate various questions. After students discuss and write, they will receive the “answer” from the columnist, which may lead to more debate.

Next, choose one question for the entire class to consider. Provide students with a number of articles both supporting and condemning the topic. Students read both sides of the argument, highlight key points, recognize and denote counter arguments, and then must take a stand.

Finally, students spend time drafting their arguments. This could also lead to a class debate.

See 180 Days by Gallagher and Kittle (p.195) for more in depth information.
Topic 1: Study of Arguments

Engaging Experience 1
Title: Cinderella’s stepmother on trial
Suggested Length of Time: 180 min
Standards Addressed
Priority:
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.W.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Detailed Description/Instructions: Students will read a courtroom trial of Cinderella’s stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their decision. During reading, students analyze the argument and development.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: The Trial of Queenie Volupides
Suggested Length of Time: 135 min
Standards Addressed
Priority:
- SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.W.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Supporting:
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

Detailed Description/Instructions: Students will read and look at the picture of Queenie. They will put her “on trial” with groups for the prosecution and defense, a jury and judges.
Students write their argumentative statements and work to build up their arguments. Students may also discuss the difference between the picture and written account, in terms of reliability, what it demonstrates, how to use it as evidence, etc.

Bloom’s Levels: Analyze
Webb’s DOK: 3
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of Arguments</td>
<td>Cinderella’s Stepmother on Trial</td>
<td>Students will read a courtroom trial of Cinderella’s stepmother to determine if she is guilty of forcible confinement and/or unlawful exploitation. Students can take on roles as the different characters in the courtroom and ultimately the jury can give a verdict and decide a reason for their decision. During reading, students analyze the argument and development</td>
<td>180 min</td>
</tr>
<tr>
<td>Study of Arguments</td>
<td>The Trial of Queenie Volupides</td>
<td>Students will read and look at the picture of Queenie. They will put her “on trial” with groups for the prosecution and defense, a jury and judges. Students write their argumentative statements and work to build up their arguments.</td>
<td>135 min</td>
</tr>
</tbody>
</table>
Unit 5: Culminating Unit: Reading is Critical Thinking

Subject: Reading
Grade: 8
Length of Unit: 8-9 weeks

Overview of Unit: Using a variety of reading experiences i.e. book clubs, literature circles, zombie simulations, plays, etc., students will evaluate how reading can change the world. Students will also synthesize their learning in a culminating multi-genre project and present to a specified audience.

Priority Standards for unit:
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting Standards for unit:
- 8.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.
- 8.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- 8.RI.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- 8.RI.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.A Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 8.RL.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RL.3.A 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.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.B Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 8.W.2.A Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- 8.W.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 8.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
● 8.W.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
● 8.W.2.B Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
● 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</td>
<td>Read</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</td>
<td>Comprehend</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How does reading lay the foundation to creating a better world?
2. How do people change/adapt to extreme circumstances?

**Enduring Understanding/Big Ideas:**
1. Reading makes people more powerful and give agency to bring about change. The best plans come from careful study of the facts available: the more you know/can figure out, the better.
2. People must adapt and change to function under changing circumstances

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>see Unit 1-5</td>
<td>see Unit 1-5</td>
</tr>
</tbody>
</table>
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will curate a variety of resources regarding the topic of their multi-genre project. Genres could include music, infographics, pems, speeches, podcasts, voice recordings, TED talks, obituaries, maps, etc. Students will present these multi-genre projects for a specified audience. (See Chapter 9 of *180 Days* by Gallagher and Kittle.)
Topic 1: Modern Cultural Implications

Engaging Experience 1
Title: How reading affects change
Suggested Length of Time: 135 min

Standards Addressed

Priority:
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
- 8.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 8.RL.1.A Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RL.1.A Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.RL.2.D Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
- 8.RL.2.B. Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- 8.RL.3.A 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.
- 8.RL.3.C Explain how themes reflect historical and/or cultural contexts.
- 8.RL.3.B Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- 8.W.2.A Analyze how an author's choice concerning a text's organization
or overall structure contributes to meaning

- 8.W.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 8.W.2.C Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- 8.W.3.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

**Detailed Description/Instructions:** Students will participate in book clubs, literature circles etc. to explore how reading can bring about change within the world. Change in ideas, policy, opinions, viewpoints etc.

**Bloom’s Levels:** comprehend

**Webb’s DOK:** 4

**Engaging Experience 2**

**Title:** How Reading Affects Change Part 2

**Suggested Length of Time:** 135 min

**Standards Addressed**

**Priority:**
- 8.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Supporting:**
- 8.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.2.B Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.
- 8.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
- 8.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- **8.SL.1.B** Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- **8.RI.1.A** Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8.RI.1.D** Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- **8.SL.1.C** Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- **8.W.2.A** Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning
- **8.W.1.B** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- **8.W.2.C** Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
- **8.SL.1.B** Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- **8.W.2.D** Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **8.W.2.B** Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- **8.W.3.A** Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

**Detailed Description/Instructions:** As a culminating project upon completion of their book clubs, literature circles, etc, students will analyze the conflict or social issue within their book, and create a multi-genre project bringing awareness to that subject.

**Bloom’s Levels:** Comprehend

**Webb’s DOK:** 4
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Cultural Implications</td>
<td>How Reading Affects Change Part 1</td>
<td>Students will participate in book clubs, literature circles etc. to explore how reading can bring about change within the world. Change in ideas, policy, opinions, viewpoints etc.</td>
<td>135 minutes</td>
</tr>
<tr>
<td>Modern Cultural Implications</td>
<td>How Reading Affects Change Part 2</td>
<td>As a culminating project upon completion of their book clubs, literature circles, etc., students will analyze the conflict or social issue within their book and create a multi-genre project bringing awareness to that subject.</td>
<td>135 minutes</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.