

Year Overview

Year-Long Activities

1. Vocabulary
2. Reader's Workshop
3. Article of the Week

Individual Units

1. Grammar/Mechanics
2. Persuasion (Letter to the Editor)
3. Anne Frank (Drama)
4. Poetry
5. Myths and Far North (novel)
6. Fiction vs. Nonfiction
7. Public Service Announcement (PSA Video)

Optional Units

1. Ask Me No Questions (novel)
2. Short Stories

Standard Map

Reading Benchmarks (Literature)

- 8.4.1.1. Reader's Workshop, Poetry, Fiction vs. Nonfiction, *Short Story*
- 8.4.2.2. Reader's Workshop, Poetry, Myth, Fiction vs. Nonfiction, *Short Story*
- 8.4.3.3. Reader's Workshop, Anne Frank, *Short Story*
- 8.4.4.4. Poetry, Fiction vs. Nonfiction
- 8.4.5.5. Anne Frank, Myth, Fiction vs. Nonfiction
- 8.4.6.6. Anne Frank, *Short Story*
- 8.4.7.7. Anne Frank
- 8.4.8.8. Not applicable to literature.
- 8.4.9.9. Myth
- 8.4.10.10 Reader's Workshop, Poetry, Fiction vs Nonfiction

Reading Benchmarks (Informational)

- 8.5.1.1. Article of the Week, Fiction vs. Nonfiction
- 8.5.2.2. Article of the Week, Fiction vs. Nonfiction
- 8.5.3.3. Article of the Week
- 8.5.4.4. Article of the Week, Fiction vs. Nonfiction
- 8.5.5.5. Article of the Week, Fiction vs. Nonfiction
- 8.5.6.6. Article of the Week, Fiction vs. Nonfiction
- 8.5.7.7. Article of the Week, Anne Frank
- 8.5.8.8. Article of the Week, PSA
- 8.5.9.9. Article of the Week, Anne Frank
- 8.5.10.10 Article of the Week, Fiction vs. Nonfiction

Writing Benchmarks

- 8.7.1.1. Persuasion, PSA
- 8.7.2.2. Grammar, PSA
- 8.7.3.3. Poetry, Myth, *Short Story*
- 8.7.4.4. Grammar, Persuasion, Poetry
- 8.7.5.5. Grammar, Poetry, *Short Story*
- 8.7.6.6. Grammar, PSA
- 8.7.7.7. Persuasion, PSA
- 8.7.8.8. Persuasion, PSA
- 8.7.9.9. Persuasion, Myth
- 8.7.10.10. Grammar, Persuasion, Poetry, Myth

Speaking, Viewing, Listening, and Media Literacy Benchmarks

8.9.1.1. Poetry, Persuasion

8.9.2.2. PSA

8.9.3.3. Reader's Workshop, PSA

8.9.4.4. Reader's Workshop

8.9.5.5. Reader's Workshop, PSA

8.9.6.6. Reader's Workshop

8.9.7.7. PSA

8.9.8.8. PSA

Language Benchmarks

8.11.1.1. Grammar

8.11.2.2. Grammar, *Short Story*

8.11.3.3. Reader's Workshop, Grammar, Persuasion

8.11.4.4. Vocab

8.11.5.5. Persuasion, Poetry

8.11.6.6. Vocab

Unit: Vocabulary

Scope:

- Year-long activity
- Different focus each quarter
 - 1st Quarter = Prefixes
 - 2nd Quarter = Suffixes
 - 3rd Quarter = Roots
 - 4th Quarter = MCA/NWEA Vocabulary
- Weekly Cycle - Roughly 10 words/week
- Cumulative Quarter Final (minus 4th quarter)

Sequence:

- Weekly Cycle:
 - Friday: Assign flashcards for new words
 - Monday: Introduce new words and discuss as class
 - Tuesday – Thursday: Review 3-4 words per day
 - Friday: Quiz on words; assign flashcards for new words
- Cumulative Quarter Final

Standards:

- 8.11.4.4 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.
 - A. 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.
 - B. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word
 - C. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - D. Verify the preliminary determination of the meaning of a word or phrase.
- 8.11.6.6 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.

Materials Needed:

- Overview List of Prefixes/Suffixes/Roots/Test Vocab to be Taught
- Weekly PowerPoint to Introduce Words
- Weekly Review SMART documents
- Weekly Quiz + Key
- Quarterly Final + Key

Unit: Reader's Workshop

Scope:

- Year-long activity
- Different book/focus each quarter
 - 1st Quarter = Summarization
 - 2nd Quarter = Characterization
 - 3rd Quarter = Theme
 - 4th Quarter = PSA (see separate unit)

Sequence:

- Quarter Cycle (1-3):
 - Choose book at Lexile level – Book Pass
 - Students read roughly 10 minutes per day
 - Students complete 1-Pager on book
 - Students complete PPT on book
 - Students give 2 minute speech with PPT

Standards:

- 8.4.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.4.2.2. Determine a theme or central idea of a text, including those by and about Minnesota American Indians, 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.
- 8.4.3.3. 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.
- 8.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
 - A. Self-select texts for personal enjoyment, interest, and academic tasks.
 - B. Read widely to understand multiple perspectives and pluralistic viewpoints.
- 8.9.3.3 Delineate and respond to a speaker's argument, specific claim, and intended audience, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- 8.9.4.4 Present claims and findings, respect intellectual properties emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.9.5.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.
- 8.11.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Materials Needed:

- Students Lexile (from NWEA)
- Library – (leveled by Lexile so students know what to read)
- www.lexile.com (to determine a book's Lexile)
- 1-Pagers
- PPT Tips
- Lesson Materials for lessons on characterization and symbolism/theme
 - “A Pair of Silk Stockings” short story in manila folder
 - Watch lesson on “A Pair of Silk Stockings” - https://learnzillion.com/common_core/ela/8

Unit: Article of the Week

Scope:

- Year-long activity
- New Article/Graphic Organizer each week

Sequence:

- Weekly cycle
 - Standard introduced and discussed on Friday
 - Article/Graphic Organizer assigned on Friday
 - Article/Graphic Organizer due and discussed on Monday

Standards:

- 8.5.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.5.2.2. 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.
- 8.5.3.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- 8.5.4.4. 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.
- 8.5.5.5. 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.
- 8.5.6.6. 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.
- 8.5.7.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.5.8.8. 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.
- 8.5.9.9. Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 8.5.10.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- Self-select texts for personal enjoyment, interest, and academic tasks.

Materials Needed:

- Graphic Organizers from Common Core Companion (Prentice Hall Literature)
- Articles from Textbooks, Websites, Magazines, Newspapers, etc.
 - “Could Detectives Use Microbes to Solve Murders?” Manila folder
 - “Please Drop Everything As You Read This” manila folder
 - http://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005201&MediaId=1158
Kristallnacht speech

Unit: Grammar/Mechanics Basics

Scope:

- Beginning of the year review (Sept./early Oct.)
- Roughly 19 class periods

Sequence:

- Teach/Review Parts of Speech
- Teach/Review Sentence Types
- Teach/Review Punctuation Rules
- Assessment: Labeled Exposition Essay

Standards:

Parts of Speech

- 8.11.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - Form and use verbs in the active and passive voice.
 - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - Recognize and correct inappropriate shifts in verb voice and mood.

Sentences Types

- 8.11.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 8.11.2.2. Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing.

Punctuation Rules

- 8.11.2.2. Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing.
 - Use punctuation (comma, ellipsis, dash) to indicate a pause or break
 - Use an ellipsis to indicate an omission.
 - Spell correctly.

Labeled Exposition Essay

- 8.7.2.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 8.7.6.6. Use technology to produce and publish writing and present the relationships between information and ideas efficiently.
- 8.7.10.10 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.
 - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 8.11.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Materials Needed:

- *Mechanically Inclined* by Jeff Anderson (Follow lesson ideas)
- Note handouts for students
- PowerPoints
- Helping Verb Song – Youtube <http://www.youtube.com/watch?v=-F2JWKY63K0>
- Practice Worksheets
- Essay Assignment Handout and Examples
- Additional resources in “Punctuation” manila folder
- Additional resources in “Sentence Types” manila folder
- Additional resources in “Parts of Speech” manila folder

Unit: Persuasion

Scope:

- Oct/Nov (early in the year for lab access)
- Roughly 10 class periods

Sequence:

- Teach euphemisms/connotation, denotation/persuasive techniques
- Teach how to evaluate sources then conduct research
- Teach about plagiarism, in-text citations, and Works Cited page
- Assessment: Persuasive Letter to the Editor

Standards:

- 8.7.1.1. Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships amount claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 8.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.7.7.7. 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.
- 8.7.8.8. 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.
- 8.7.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grade 8 Reading standards to literary nonfiction
- 8.7.10.10 Write routinely over extended time frames... and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 8.11.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8.11.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
 - Distinguish amount the connotations (associations) of words with similar denotations (definitions) (e.g. bullheaded, willful, firm, persistent, resolute).

Materials Needed:

- Persuasion Letter Unit PPT
- Persuasion PPT and Persuasion Notes
- Connotation and Denotation Lesson resources in “Connotation and Denotation” manila folder
- Example Persuasive Articles in “Articles – Persuasive” manila folder
- Plagiarism PPT
- Letter to the Editor Outline
- Works Cited Guide Sheet (Information Needed for Sources)
- Persuasive Letter Grading Rubric
- Additional Resources in “Persuasion” Manila folder

Unit: Anne Frank

Scope:

- Nov/Dec/Jan (finish play before Christmas break, watch movie after break)
- Roughly 22 class periods

Sequence:

- Introduce Historical Background to WWII/Holocaust
- Read play out loud in class, with students as actors
- Watch Anne Frank movie
- Write essay to compare play to movie
- Assessment: Anne Frank Test

Standards:

- 8.4.3.3. 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.
- 8.4.5.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- 8.4.6.6. 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.
- 8.4.7.7. 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.
- 8.5.7.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.5.9.9. Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Materials Needed:

- Textbooks
- Background articles in “Anne Frank Background Articles” manila folder
- Anne Frank movie from library
- “Anne Frank Text Set” Manila Folder
- Holocaust/WWII/Anne Frank books from library
- http://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005201&MediaId=1158
Kristallnacht info
- WWII intro
http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=7827
- Video of Secret Annex (super helpful for visual learners)
<http://www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/#/house/29/>
- Additional Resources in “Anne Frank” Manila Folder

Unit: Poetry

Scope:

- End of Jan./Feb.
- Roughly 17 class periods

Sequence:

- Teach poetry notes (figurative language/sound devices/types of poetry)
- Analyze poems together as a class
- Brainstorm ideas for poems
- Poetry stations (manila folders) or Writing Workshop for students to write poems and complete Poetry Booklet
- Type Poetry Booklets
- Assessment: Poetry Booklets

Standards:

Reading/Discussing Poetry

- 8.4.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.4.2.2. Determine a theme or central idea of a text, including those by and about Minnesota American Indians, and analyze its development over the course of the text... provide an objective summary of the text.
- 8.4.4.4. 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 choice on meaning and tone, including analogies or allusions to other texts.
- 8.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
- 8.11.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.

Writing Poetry Booklet

- 8.7.3.3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - b. Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters.
 - d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.
- 8.7.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.7.5.5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- 8.7.10.10 Write routinely over extended time frames... and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Group Work

- 8.9.1.1. 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.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Materials Needed:

- Good intro to poetry, iPad commercial https://www.youtube.com/watch?v=R_zsMwCOoEs
- Poetry books from library
- "Poem Analysis and Discussion Question Cue Cards" manila folder
- "Poems for Class Analysis" manila folder
 - "We Wear the Mask"
 - "Hope is the Thing with Feathers"
 - "Happiness"
 - "Promise"
- "Poetry Brainstorming Activities" manila folder
- Poetry stations manila folders (20) – each with a different type of poem
- Additional resources in "Poetry" manila folder

Unit: Myths

Scope:

- March/beg. of Apr.
- Roughly 15 class periods

Sequence:

- Introduce myth unit with PPT (universal themes and character types)
- Read myths from around the world
- Read Far North
- Assessment: Far North Test
- Assessment: Write Your Own Myth

Standards:

Reading Myths

- 8.4.9.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.
- 8.7.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.”)
- 8.4.2.2. Determine a theme or central idea of a text, including those by and about Minnesota American Indians 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.
- 8.4.5.5. Compare/contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Reading Far North

Writing a Myth

- 8.7.3.3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 8.7.10.10 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.
 - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Materials Needed:

- “Myths from Around the World” manila folders (7) for group work
 - Or online <http://teacher.scholastic.com/writewit/mff/japan.htm>
- Miracle speeches videos
 - Funny kid <https://www.youtube.com/watch?v=2CdJTfGiRCI>
 - Movie clip https://www.youtube.com/watch?v=vwpTj_Z9v-c
- David and Goliath passages in “David and Goliath” Manila Folder
- Miracle on Ice article in “Miracle on Ice” Manila Folder
- Myth Articles in “Myths” manila folder
 - David and Goliath, Casey at the Bat, Phoenix, Grimm’s Cinderella, Miracle on Ice
- “The Sword in the Stone” myth – manila folder
- Far North books (classroom set)

Unit: Fiction vs Nonfiction

Scope:

- Review unit before MCA (Apr)
- Roughly 12 class periods

Sequence:

- Theme vs Main Idea
- Author's Purpose
- Text Structure

Standards:

Fiction/Nonfiction

- 8.5.10.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
 - A. Self-select texts for personal enjoyment, interest, and academic tasks.
- 8.4.10.10. By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
 - Read widely to understand multiple perspectives and pluralistic viewpoints.

Theme

- 8.4.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.4.2.2. Determine a theme or central idea of a text, including those by and about Minnesota American Indians, 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.

Main Idea

- 8.5.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.5.2.2. 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.
- 8.4.4.4. 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 choice on meaning and tone, including analogies or allusions to other texts.
- 8.5.5.5. 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.

Author's Purpose/Point of View

- 8.5.6.6. 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.

Materials Needed:

- Textbooks
- "Fiction vs Nonfiction Sort" manila folders (7)

- Sample Paragraphs of Text Structure in “Text Structure Paragraphs” manila folder
- MCA Item Samples - <http://www.mnstateassessments.org/>
- Resource for articles - <http://www.ppnie.com/myaccount/login.php>
- Classroom sets of practice tests
 - “MCA Practice” manila folder – MCA III practice test
 - “NIE Practice” manila folder – practice test for MCA prep
- Additional Resources in “MCA Test Prep” Manila Folder
- Additional resources in “Fiction vs Nonfiction” manila folder

Unit: Public Service Announcement

Scope:

- End of the year activity
- Roughly 17 class periods

Sequence:

- Give PSA notes and show examples of PSAs
- Teach students how to evaluate a website
- Students conduct research and write a research summary with Works Cited page
- Give Persuasive Technique notes and practice analyzing PSAs for persuasion
- Students create video storyboard
- Students film and upload video to YouTube
- Students analyze classmates' videos
- Students evaluate themselves and their partners on collaboration

Standards:

Research Paper

- 8.7.2.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information examples.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.7.6.6. 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.
- 8.7.7.7. 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 for exploration.
- 8.7.8.8. 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.

Video

- 8.7.1.1. Write arguments to support claims with clear reasons and relevant evidence.
- 8.9.5.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.9.7.7. Understand, analyze, and use different types of print, digital, and multimodal media.
 - Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g. film, television, radio, video games, advertisements).
 - Critically analyze the messages and points of view employed in different media (e.g. advertising, news programs, websites, video games, blogs, documentaries).

- Analyze design elements of various kinds of media productions to observe that media messages are constructed for a specific purpose.
- Recognize ethical standards and safe practices in social and personal media communications.
- 8.9.8.8. As an individual or in collaboration, create a persuasive multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
 - Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses, and the effect of genre on conventions of attribution and citation
 - Publish the work and share with an audience

Collaboration with Partner

- 8.9.1.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared having read or researched material under study
 - Track progress toward specific goals and deadlines, and define individual roles as needed
 - Cooperate, mediate, and problem solve to make decisions or build consensus as appropriate for productive group discussion

Video Analysis

- 8.5.8.8. 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.
- 8.9.2.2. Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
- 8.9.3.3. Delineate and respond to a speaker's argument, specific claim, and intended audience, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Materials Needed:

- PSA shared folder on Google Drive
- Rock Your World website for ideas, lesson plans, and examples: <http://www.rock-your-world.org/curriculum/take-actions/creating-public-service-announcements>
- Computers (mobile lab computers set up in classroom)
- Tables for computers
- School cameras
- Student Devices (phone, tablet, laptop)

Unit: Ask Me No Questions

Scope:

- End of year (if time)
- Roughly 17 class periods

Sequence:

- Introduce book with PPT
- Assign word wall posters and then create infographic in groups
- Read Ask Me No Questions
- Assign Text Set assignment
- End Discussion
- Assessment: Ask Me No Questions test

Standards:

- 8.4.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.4.3.3. 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.
- 8.4.10.10. By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
 - Read widely to understand multiple perspectives and pluralistic viewpoints.
- 8.5.9.9. Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 8.7.7.7. 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.

Materials Needed:

- Example infographic (closet)
- Example Word Wall Posters – “AMNQ Word Wall” manila folder
- Ask Me No Questions books
- Ask Me No Questions Text Set – manila folder
- 9/11, Islam, India, etc. books from library
- Additional resources in “Ask Me No Questions” manila folder

Unit: Short Stories

Scope:

- End of year (if time)
- Roughly 14 class periods

Sequence:

- Teach elements of a short story (PPT)
- Read model texts
- Brainstorm character with character clippings
- Complete packet to brainstorm story while going through short story notes
- Write rough draft of short story
- Teach dialogue rules
- Type in lab
- Assessment: Write Your Own Short Story

Standards:

Reading Short Stories

- 8.4.6.6. 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 such as suspense or humor.
- 8.4.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.4.2.2. Determine a theme or central idea of a text, including those by and about Minnesota American Indians, 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.
- 8.4.3.3. 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.

Writing a Short Story

- 8.7.3.3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. 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.
 - B. Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters.
 - C. 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.
 - D. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.
 - E. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.

- 8.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 73.)
- 8.11.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - B. Use an ellipsis to indicate an omission.
 - C. Spell correctly.

Materials Needed:

- Textbooks
- Short stories
 - “The Lady or the Tiger” manila folder
 - “The Tell-Tale Heart” manila folder
 - “The Veldt” manila folder
 - “The Open Window” manila folder
 - “Lamb to the Slaughter” manila folder
- Character clippings from magazines (Denter)