

GRADE 8

Introductory Unit

5 days

Through this introductory unit, students explore four workshops introducing the techniques and concepts around which the rest of the text is structured. Students are introduced to text types, reading strategies, and how to become an active reader. Students are also acquainted with academic vocabulary and the writing process. **This unit is not formally assessed.**

Learning Targets:

I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. (RL.1)

I can explain how dialogue and actions in a story work together to develop the story. (RL. 3)

I can explain how dialogue and actions in a story work together to develop the story. (RL.3)

I can give examples of key portions in an informational text that support my thoughts and inferences about the text. (RI.1)

I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.4)

I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.5)

I can use context clues to figure out what words or phrases mean. (L.4a)

I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. (L.4b)

I can use print and digital reference sources to help me find the pronunciations of words and to clarify the meanings and parts of speech for new words and phrases. (L.4c)

I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. (L.4d)

I can learn and use new vocabulary appropriate for 8th grade. (L.6)

I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression. (L.6)

Literature

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details: CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none">• Demonstration of basic understanding during workshop and discussion.	<ul style="list-style-type: none">• Genres workshop - Holt McDougal• Reading Strategies Workshop - Holt McDougal
	<p>CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<ul style="list-style-type: none">• Demonstration of basic understanding during workshop and discussion.	<ul style="list-style-type: none">• Genres workshop - Holt McDougal

Informational Text

	Common Core State Standard	Assessment	Resources
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	<p>Key Ideas and Details: CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Genres workshop - Holt McDougal • Reading Strategies Workshop - Holt McDougal
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Writing

	Common Core State Standard	Assessment	Resources
	<p>Production and Distribution of Writing: CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Writing Process Workshop - Holt McDougal
	<p>CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or</p>	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Writing Process Workshop - Holt McDougal

	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 here .)		
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Language

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.L.8.4.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.	<ul style="list-style-type: none"> Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> Academic Vocabulary Workshop - Holt McDougal
	CCSS.ELA-Literacy.L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ul style="list-style-type: none"> Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> Academic Vocabulary Workshop - Holt McDougal
		<ul style="list-style-type: none"> Demonstration of basic 	<ul style="list-style-type: none"> Academic Vocabulary

	CCSS.ELA-Literacy.L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	understanding during workshop and discussion.	Workshop - Holt McDougal
	CCSS.ELA-Literacy.L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Academic Vocabulary Workshop - Holt McDougal
	CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academics and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Reading Strategies Workshop - Holt McDougal • Academic Vocabulary Workshop - Holt McDougal