

SAUSD Curriculum Map: ELA Grade 8 Year at a Glance

Title	Sug. Time	Suggested Big Idea	Suggested Essential Questions	Performance Task	Texts
Unit 1: Text Structures (Fiction & Argumentative)	7-8 wks	Structures have parts that interrelate.	<ul style="list-style-type: none"> How do writers of both fiction and non-fiction use structure to guide ideas? How does structure provide a framework for ideas to be clearly communicated? What occurs if there is an absence of structure? How do different structures allow for different ideas to be tracked and understood? 	<p>Plot dissections using evidence from texts.</p> <p>Write paragraphs for different purposes that reflect unity, clarity, and coherence.</p> <p>Write a narrative or expository essay. Then, write a one page explanatory essay that explains the structure of the piece that you wrote.</p>	<p>CORE TEXTS:</p> <ul style="list-style-type: none"> “The Treasure of Lemon Brown” (pg. 490-498) “Memory: A Matter of Brains & Brawn” (pg. 57)
					<p>SUGGESTED TEXTS:</p> <ul style="list-style-type: none"> “The Lottery” by Shirley Jackson (fiction) http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf “The Veldt” by Ray Bradbury (fiction) http://www.d.umn.edu/~csigler/PDF%20files/bradbury_veldt.pdf PBS: “A Whale of a Business: Anti-Captivity Views” (argumentative text) http://www.pbs.org/wgbh/pages/frontline/shows/whales/debate/anticap.html <i>Blackfish</i> trailer: http://blackfishmovie.com/ (video) The New York Times: “Smart, Social, and Erratic in Captivity” http://www.nytimes.com/2013/07/30/science/smart-social-and-captive.html?_r=0
Unit 2: Characters	6 wks	Contribution: All aspects of one’s life contribute to one’s character.	<ul style="list-style-type: none"> What techniques do authors use to show the unique personality traits of his or her characters? What is the difference between “showing” what a character is like and “telling” what they’re like? How does one’s background, life experiences, and environment shape who they are? 	<p>Character Comparison Poster</p> <p>Argumentative Essay (using evidence from the text to support characterization, motivation, etc.)</p>	<p>CORE TEXTS:</p> <ul style="list-style-type: none"> “Mrs. Flowers” (pg. 129-134) “The Circuit” (pg. 182-189)
					<p>SUGGESTED TEXTS:</p> <ul style="list-style-type: none"> Clips from <i>The Blind Side</i> “Fear” by Gary Soto (fiction) http://www.pearsonhighered.com/showcase/kriegle/assets/Krieg_ch12.pdf (scroll down to pg. 25/ 479) “Salvation” by Langston (fiction) http://www.courses.vcu.edu/ENG200-dwc/hughes.htm “When I Was Puerto Rican” by Esmeralda Santiago (autobiography--complimentary text to “Mrs. Flowers”) http://teacher.scholastic.com/writeit/cavalcade/pdf/sept2003/p15-21_nonfiction_puertorico.pdf
Unit 3: Style: A Writer’s Toolbox	6 wks	Style is the convergence of several factors that produce an ultimate outcome.	<ul style="list-style-type: none"> What elements converge to form an author’s unique style and how does each play a unique role? What are some ways that readers deconstruct literary style? How does an author’s background contribute to their literary style? How do authors create mood or tone in their texts? 	<p>Museum Display analyzing a writer’s unique literary style using evidence from his/her texts, author’s background, etc.</p>	<p>CORE TEXTS:</p> <ul style="list-style-type: none"> “The Tell-Tale Heart” (pg. 353-362) “The Landlady” (pg. 61-70) Poe Video and Dahl Video
					<p>SUGGESTED TEXTS:</p> <ul style="list-style-type: none"> Any excerpts from Dahl’s children’s literature (<i>The Twits</i>, <i>James and the Giant Peach</i>) Mood and Tone YouTube Video https://www.youtube.com/watch?v=3SmN9v6AcJo

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Unit 4: Poetry	6 wks	Convergence: Poetry is the convergence of inspiration, form and structure, language, and meaning.	<ul style="list-style-type: none"> • How does the form of poetry relate to a poem's meaning? • What purposes do the different poetic devices play in constructing meaning? • How does poetry differ from prose and how does this difference affect purpose and meaning? 	<p>Write poetry using literary devices.</p> <p>Write an argument about the deeper meaning of a poem citing evidence from the poem that supports your claims.</p>	<p>CORE TEXTS:</p> <ul style="list-style-type: none"> • "Paul Revere's Ride" (pg. 409-415) • "A Valentine for Ernest Mann" (pg.406) • "Ode to Thanks" (pg. 437) • "I Hear America Singing" (pg. 451) • "I, Too" (pg. 452) <p>SUGGESTED TEXTS:</p> <ul style="list-style-type: none"> • Article: <u>Sybil</u> (accompanies "Paul Revere's Ride") http://www.educationworld.com/a_lesson/dailylp/dailylp/pdfs/dailylp120a-download.pdf • Article: <u>Rewriting</u> http://www.usnews.com/news/national/articles/2008/06/27/rewriting-the-legend-of-paul-revere • "Identity" by Julio Noboa • "I am Nobody, Who are You?" Emily Dickinson • "Four Skinny Trees" by Sandra Cisneros • "Caged Bird" by Maya Angelou • "If" by Rudyard Kipling
Unit 5: Theme	7 wks	Conflict and the use of power can result in both positive and negative change.	<ul style="list-style-type: none"> • What are different ways that themes are presented in literature? • How does one's attitude towards conflict affect their ability to overcome it? • How does power come in many forms? 	<p>Write a letter from the perspective of one character to another character.</p> <p>Oral response to Literature</p>	<p>CORE TEXTS:</p> <ul style="list-style-type: none"> • from, "The Diary of Anne Frank" (pg. 213-214) • "Camp Harmony"(pg. 319-323) • "In Response to Executive Order 9066" (pg. 325) • "Walking with Living Feet" (pg. 313-315) <p>SUGGESTED TEXTS:</p> <ul style="list-style-type: none"> • Video: "The Path to Nazi Genocide" www.ushmm.org/learn (United States Holocaust Memorial Museum) • Article: "Anne Frank" http://www.ushmm.org/wlc/en/article.php?ModuleId=10005210
Unit 6: Self-Perception	4 Wks due to 8 th Gr. Activities	A realistic self-perception promotes a healthy state of mind	<ul style="list-style-type: none"> • What criteria do we, and should we, use to create our self-perception? How does your perspective influence the choices you make? • How do you become who you want to be? • How does peer competition influence self- image? 	Write a letter to the school-aged version of the mother from "Smart Cookie" giving her advice that reflects the big idea that a realistic self-perception promotes a healthy state of mind.	<p>CORE TEXTS:</p> <ul style="list-style-type: none"> • "Body Issues Among Women" • "A Smart Cookie" (pg. 508-510)

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Unit 1 “Text Structures” (Fiction and Argumentation) (7-8 Weeks)

Suggested Big Idea	Structures have parts that interrelate.				
Suggested Essential Questions	<ul style="list-style-type: none"> How do writers of both fiction and non-fiction use structure to guide ideas? How does structure provide a framework for ideas to be clearly communicated? What occurs if there is an absence of structure? How do different structures allow for different ideas to be tracked and understood? 				
End of Unit Performance Task	<ul style="list-style-type: none"> Plot dissections using evidence from texts. Write paragraphs for different purposes that reflect unity, clarity, and coherence. Write a narrative or expository essay. Then, write a one page explanatory essay that explains the structure of the piece that you wrote. 				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.5 Compare and contrast structure of texts RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author’s point of view or purpose in a text RI.8.8 Evaluate the argument and evidence RI.8.9 Analyze texts presenting conflicting information SL.8.1 Engage effectively in a range of collaborative discussions (a-d) SL.8.2 Analyze information from media SL.8.3 Evaluate the speaker’s argument	P.I: L.6 Reading Closely; Explicit and implicit word meanings P.I:I.7 Evaluate how well writers and speakers use language P.I:I.8 Analyze how writers and speakers use vocabulary P.II: SCT.1 Understanding Text Structure P.I:C.1 Exchange Info and Ideas through Collaborative discussions P.I: Pro.11 Justify own arguments and evaluate other’s arguments in writing P.I:Pro.10 Write literary and informational texts using technology P.I:Pro.12 Selecting and applying vocabulary and language structures P.II:SCT.1 Understanding cohesion P.IICCL.6 and 7- Connecting and condensing ideas	<p>Core Texts</p> <ul style="list-style-type: none"> “The Treasure of Lemon Brown” (p. 489) “Memory: A Matter of Brains & Brawn” (p. 57) <p>Suggested Texts</p> <ul style="list-style-type: none"> “Flowers for Algernon” by Daniel Keyes “The Lottery” by Shirley Jackson (fiction) http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf “The Veldt” by Ray Bradbury (fiction) http://www.d.umn.edu/~csigler/PDF%20files/bradbury_veldt.pdf PBS: “A Whale of a Business: Anti-Captivity Views” (argumentative text) http://www.pbs.org/wgbh/pages/frontline/shows/whales/debate/anticap.html Informational <i>Blackfish</i> trailer: http://blackfishmovie.com/ (video) The New York Times: “Smart, Social, and Erratic in Captivity” (Informational Text) http://www.nytimes.com/2013/07/30/science/smart-social-and-captive.html?_r=0 	L8.1 Conventions a. Explain the function of verbals (gerunds, participles, Infinitives) L.8.2. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Science: NASA Math: Statistics	W.8.1 Write arguments W.8.2 Write informative/explanatory texts (a-f) TEPAC Academic Summary Template W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely

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Unit 2 "Characters" (6 Weeks)

Suggested Big Idea	Contribution: All aspects of one's life contribute to one's character.				
Suggested Essential Questions	<ul style="list-style-type: none"> What techniques do authors use to show the unique personality traits of his or her characters? What is the difference between "showing" what a character is like and "telling" what they're like? How does one's background, life experiences, and environment shape who they are? 				
End of Unit Performance Task	<ul style="list-style-type: none"> Character Comparison Poster Argumentative Essay (using evidence from the text to support characterization, motivation, etc.) 				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.6 Analyze differences in point of view of characters and audience RL.8.9 Analyze allusions RL.8.10 Read and comprehend literature RI.8.5 Analyze structure a. Analyze the use of text features RI.8.8 Evaluate the argument and evidence RI.8.9 Analyze two or more texts providing conflicting information SL.8.1 Engage effectively in a range of collaborative discussions	P.I: I.6. Reading Closely; Explicit and implicit word meanings P.I: Pro.10 Writing Literary and Informational texts using technology P.I: Pro.11 Justify own arguments and evaluate other's arguments in writing P.I:C.3 Justifying opinions, negotiating with and persuading others in communicative exchange P.II. SCT.1 Understanding Text Structure P.IISCT.2 Understanding Cohesion P.II.CCL.6 Connecting ideas P.II.CCL.7 Condensing ideas P.II:SCT.1 Understanding Text Structure P.II:SCT.2 Understanding cohesion P.I:C.1 Exchange Info and Ideas through Collaborative discussions	Core Texts <ul style="list-style-type: none"> "Mrs. Flowers" p. 129-134 "The Circuit" p. 182-189 Suggested Texts: <ul style="list-style-type: none"> clips from, <i>The Blind Side</i> "Fear" by Gary Soto (fiction) http://www.pearsonhighered.com/showcase/kriegle/assets/Krieg_ch12.pdf (scroll down to pg. 25/ 479) "Salvation" by Langston (fiction) http://www.courses.vcu.edu/ENGL200-dwc/hughes.htm "When I Was Puerto Rican" by Esmeralda Santiago (autobiography--complimentary text to "Mrs. Flowers") http://teacher.scholastic.com/writeit/cavalcade/pdf/sept2003/p15-21_nonfiction_puertorico.pdf 	L.8.1. b. Form and use verbs in the active and passive voice. L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Science: Orthodontics Research artificial intelligence Social Science: The changing Economy Math: Categorize and calculate the various ways that Charlie has changed and aggregate the data.	W.8.1 Write arguments (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely

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Unit 3 Style: “A Writer’s Toolbox” (6 Weeks)

Suggested Big Idea	“Style” is the convergence of several factors producing an ultimate outcome.				
Suggested Essential Questions	<ul style="list-style-type: none"> What elements converge to form an author’s unique style and how does each play a unique role? What are some ways that readers deconstruct literary style? How does an author’s background contribute to their literary style? How do authors create mood or tone in their texts? 				
End of Unit Performance Task	Museum Display analyzing a writer’s unique literary style using evidence from his/her texts, author’s background, etc.				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL 8.1. Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.5 Compare and contrast structure of texts RL.8.6 Analyze differences in point of view of characters and audience RL.8.7 Analyze film production of story as it compares to text RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author’s point of view or purpose in a text RI.8.7 Evaluate different presentation mediums RI.8.8 Evaluate the argument and evidence SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	P.I:C.1 Exchange Info and Ideas through Collaborative discussions P.I:I.8 Analyze how writers and speakers use vocabulary P.I: L.6 Reading Closely; Explicit and implicit word meanings P.I:C.2 Interacting with others in writing in various communicative forms P.I: C.4 Adapting language choices to various formats P.I: Pro.10 Writing Literary and Informational texts using technology P.I: Pro.11 Justify own arguments and evaluate other's arguments in writing P.I:C.3 Justifying opinions, negotiating with and persuading others in communicative exchange P.II:SCT.1 Understanding Text Structure P.II:SCT.2 Understanding Cohesion P.II: EEL.3 Using verbs and verb phrases P.II: EEL.4 Using nouns and noun phrases P.II:EEL.5 Modifying to add details P.II:CCI.6 Connecting Ideas P.II:CCI.7 Condensing ideas	Core Texts <ul style="list-style-type: none"> “The Tell-Tale Heart” (p 353-362) “The Landlady” (p 61-70) Poe Video and Dahl Video http://www.sausd.us/Page/22743 Suggested Texts Any excerpts from Dahl’s children’s literature (<i>The Twits</i>, <i>James and the Giant Peach</i>) “The Landlady” (film version) http://www.youtube.com/watch?v=fEz39MfsLXQ Mood and Tone YouTube Video https://www.youtube.com/watch?v=3SmN9v6AcJo 	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb voice and mood.* L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3 Use knowledge of language its conventions L.8.3.a Use verbs in the active and passive voice that emphasize the actor or the action L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Social Science: Child psychology Science: Taxidermy	W.8.1 Write arguments (a-e) W.8.2 Write informative/explanatory texts (a-f) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely

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Unit 4 Poetry (6 Weeks)

Suggested Big Idea	Convergence: Poetry is the convergence of inspiration, form and structure, language, and meaning.				
Suggested Essential Questions	<ul style="list-style-type: none"> How does the form of poetry relate to a poem's meaning? What purposes do the different poetic devices play in constructing meaning? How does poetry differ from prose and how does this difference affect purpose and meaning? 				
End of Unit Performance Task	<ul style="list-style-type: none"> Write poetry using literary devices. Write an argument about the deeper meaning of a poem citing evidence from the poem that supports your claims. 				
CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.5 Compare and contrast structure of texts RL.8.9 Analyze allusions RL.8.10 Read and comprehend literature RI.8.9 Analyze texts presenting conflicting information SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), orally	P.I:I.8 Analyze how writers and speakers use vocabulary P.I:I.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language P.I: C.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges P.II:SCT.1 Understanding Text Structure P.II:SCT.2 Understanding Cohesion P.II: EEL.3 Using verbs and verb phrases P.II: EEL.4 Using nouns and noun phrases P.II:EEL.5 Modifying to add details P.II:CCL.6 Connecting Ideas P.II:CCL.7 Condensing ideas	Core Texts: <ul style="list-style-type: none"> “Paul Revere’s Ride” p. 409-415 “A Valentine for Ernest Mann” p.406 “Ode to Thanks” p. 437 “I Hear America Singing” p. 451 “I, Too” p. 452 Suggested Texts: <ul style="list-style-type: none"> Article: <u>Sybil</u> (accompanies “Paul Revere’s Ride”) http://www.educationworld.com/a_lesson/dailylp/dailylp/pdfs/dailylp120a-download.pdf Article: <u>Rewriting</u> http://www.usnews.com/news/national/articles/2008/06/27/rewriting-the-legend-of-paul-revere <ul style="list-style-type: none"> “Identity” by Julio Noboa “I am Nobody, Who are You?” Emily Dickinson “Four Skinny Trees” by Sandra Cisneros “Caged Bird” by Maya Angelou “If” by Rudyard Kipling 	L.8.3 Use knowledge of language its conventions L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Social Studies: American Revolution Inequality Slavery	W8.1 Write arguments (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely

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Unit 5 Theme (7 Weeks)

Suggested Big Idea	Conflict and the use of power can result in both positive and negative change.				
Suggested Essential Questions	<ul style="list-style-type: none"> What are different ways that themes are presented in literature? How does one's attitude towards conflict affect their ability to overcome it? How does power come in many forms? 				
End of Unit Performance Task	<ul style="list-style-type: none"> Write a letter from the perspective of one character to another character. Oral response to Literature 				
CCS Standards	ELD Standards	Complex Texts	Language	Cross Content Connections	Writing Focus
RL.8.1 Cite evidence RL.8.3 Analyze lines of dialogue or incidents RL.8.4 Word analysis and effect RL.8.6 Analyze differences in point of view of characters and audience RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author's point of view or purpose in a text RI.8.8 Evaluate the argument and evidence SL.8.2 Analyze information from media SL.8.4 Present findings SL.8.5 Integrate multimedia into presentations	P.I:I.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language P.I: Int.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area P.I: C.2 Interacting with others in written English P.I: Pro.10 Writing literary and informational texts, using appropriate technology	Core Texts <ul style="list-style-type: none"> from, "The Diary of Anne Frank" p. 213-214 "Camp Harmony" p. 319-323 "In Response to Executive Order 9066" p. 325 "Walking with Living Feet" p. 313-315 Suggested Texts <ul style="list-style-type: none"> Video: "The Path to Nazi Genocide" www.ushmm.org/learn (United States Holocaust Memorial Museum) Article: "Anne Frank" http://www.ushmm.org/wlc/en/article.php?ModuleId=10005210 	L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* L.8.3 Use knowledge of language its conventions L.8.3.a Use verbs in the active and passive voice that emphasize the actor or the action L.8.4 Determine or clarify meaning of words (a-d) L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Social Science: WWII	W8.1 Write arguments (a-e) W.8.2 Write informative/explanatory texts (a-f) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.6 Use technology to produce and publish writing W.8.7 Conduct short research projects W.8.8 Gather relevant information from multiple sources W.8.9 Draw evidence from texts W.8.10 Write routinely

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Unit 6 Self-Image (4 Weeks)

Suggested Big Idea	A realistic self-perception promotes a healthy state of mind				
Suggested Essential Questions	<ul style="list-style-type: none"> What criteria do we, and should we use to create our self-perception? How does your perspective influence the choices you make? How do you become who you want to be? How does peer competition influence self- image? How can your setting affect your self-perception? 				
End of Unit Performance Task	Write a letter to the school-aged version of the mother from “Smart Cookie” giving her advice that reflects the big idea that a realistic self-perception promotes a healthy state of mind.				
CCS Standards	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.8.1 Cite evidence RL.8.2 Determine a theme or central idea of a text and analyze its development RL.8.10 Read and comprehend literature RI.8.1 Cite evidence RI.8.2 Determine central idea of text; write summary RI.8.3 Analyze how a text makes connections RI.8.4 Word analysis and effect RI.8.5 Analyze in detail the structure of a specific paragraph in a text a. Analyze the use of text features (e.g., graphics, headers, captions) RI.8.6 Determine author’s point of view or purpose in a text RI.8.8 Evaluate the argument and evidence SL.8.1 Engage effectively in a range of collaborative discussions SL.8.2 Analyze information from media SL.8.3 Evaluate the speaker’s argument	P.I:C.1 Exchange Info and Ideas through Collaborative discussions P.I: I.6 Reading Closely; Explicit and implicit word meanings P.I:C.2 Interacting with others in writing in various communicative forms P.I: Int.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area P.I:C.1 Exchange Info and Ideas through Collaborative discussions P.I: Pro.10 Writing literary and informational texts, using appropriate technology P.I:Pro.12 Selecting and applying vocabulary and language structures P.II:SCT.1 Understanding Text Structure P.II:SCT.2 Understanding Cohesion P.II: EEI.3 Using verbs and verb phrases P.II: EEI.4 Using nouns and noun phrases P.II:EEI.5 Modifying to add details P.II:CCI.6 Connecting Ideas P.II:CCI.7 Condensing ideas	Core Texts <ul style="list-style-type: none"> <i>Identity</i> by Julio Noboa Polanco PSA: “Ban Bossy: I’m not Bossy I’m the Boss” “Body-Image Pressure Increasingly Affects Boys” by Jamie Santa Cruzmar “Smart Cookie” by Sandra Cisneros 	L.8.3.a Use verbs in the active and passive voice that emphasize the actor or the action L.8.4 Determine or clarify meaning of words (a-d) L.8.5-Demonstrate Understanding of Figurative Language, Word Relationships and Nuances in Word Meanings L.8.5 Demonstrate understanding of figurative language and nuances in meaning	Social Science: Geography- Mexico; Railroad workers	W8.1 Write arguments (a-e) W.8.2 Write informative/explanatory texts (a-f) W.8.3 Write narratives (a-e) W.8.4 Produce coherent writing W.8.5 Plan and revise writing W.8.9 Draw evidence from texts W.8.10 Write routinely