

Grade Level: 8th	Subject: ELA	Time: 1st Quarter	Core Text: Short Stories (All)
Fall and Spring Benchmark Test http://sampleitems.smarterbalanced.org/Item/Details?bankKey=187&itemKey=2698	Fall and Spring Anchor Writing samples https://portal.smarterbalanced.org/library/en/ela-g8-penny-annotations.pdf	Benchmark Writing Task Rubric for AZMERIT https://portal.smarterbalanced.org/library/en/performance-task-writing-rubric-argumentative.pdf	Link for 7/8 detailed rubric based on AZMERIT Rubric and Colors https://docs.google.com/document/d/1yPnbJTkopEcTorHjOdV-5gvkVB2DAwFLJv-3fAE6nrY/edit?usp=sharing

Time	Unit/Bend/Lesson	AZCCRS Standards	Skills/Minilessons	Benchmarks/ Assessments	Resources
BOY				Galileo Pre-Test Grammar Pre-test Stems Pre-test Quarterly Writing Benchmark	Chromebooks Common 8th Grammar/Stems Pre-test Writing prompt and Articles of Week
Approx. 4 weeks	Reading Literary Texts Short Story Unit	8.RL.1: Cite the textual evidence that supports analysis and inferences 8.RL.2: Determine central idea/theme 8.RL.3: Analyze use of dialogue and incidents that propel the action and reveal character 8.RL.4: Determine the meaning of words and phrases as used in text; analyze tone, analogies, and allusions 8.RL.6: Analyze points of view	Literary Elements <ul style="list-style-type: none"> Plot Elements Character Analysis Theme Identification Point of View Figurative Language Sound Devices Reading With Purpose <ul style="list-style-type: none"> Application Inference Evidence Context Clues Connections from text to self, world, and/or text 	Short Story Exam Class Discussions Document based questions Literary Analysis Book Project Presentation Close Read/Annotations	“Amigo Brothers”/”Oranges” Paired Text “The Tell-Tale Heart” by Edgar Allen Poe Ray Bradbury Author Study: “The Veldt” and “All Summer in a Day” Paired Texts: “The Lady, or the Tiger” and “The Choice” “The Ransom of Red

EOQ (approx 4 weeks)		<p>8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including how the material is rendered new</p> <p>8.SL.1: Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly</p>			<p>Chief”</p> <p>“Thank You, Ma’am”</p>
1st Quarter	<p>Writing Literary Analysis (U of S)</p> <p>Academic Vocabulary</p> <p>Plagiarism</p> <p>Restatement of Question</p> <p>Narrative</p>	<p>8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8.W.6: Use technology, including the Internet, to produce and publish writing</p> <p>8.W.5: With guidance and support, revise, edit, rewrite for final draft</p> <p>8.W.4: Produce clear and coherent writing in which the development , organization, and style are appropriate to task, purpose, and audience</p>	<p>Three to five paragraph essay format</p> <p>Introductions: Hooks, Thesis statements</p> <p>Body Paragraphs: Topic sentences, Textual evidence, Parenthetical citations, Organization through transitions</p> <p>Writing Conventions: Sentence variety and fluency, Maintaining verb tense, Third person point of view, Word Choice</p>	<p>The Writing Process</p> <p>Writer’s Workshop</p> <p>Why I Narrative</p> <p>Plot Elements Literary Analysis</p> <p>“Thank You, Ma’am” Literary Analysis</p>	<p>Rubrics</p> <p>Graphic Organizers</p> <p>Mini-lessons</p> <p>Academic Vocabulary List</p> <p>Google Classroom</p> <p>Chromebooks</p>

			Author's Purpose Writing process		
Yearlong	Greek and Latin Stems	8.RL/RI.4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings 8.L.3: Determine the meaning of unknown and multiple-meaning words or phrases	Context clues Knowledge of stem parts to determine meanings of unknown words Vocabulary acquisition	Bellwork Homework Quizzes Word Wars Go Back	Chapter 5 Stem List Packet Word Within the Word Lessons - 8th Grade (Introductory Lessons and 1-3) Vocabulary Templates <i>Word Within the Word</i> Teacher and Student Book
Approx. week 5	Book Project Presentations	8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims, and add interest	Public speaking skills (i.e., eye contact, enunciation, projection, demonstration of knowledge, speaking fluency)	40 Book Challenge (Book Shares) One Pager Peer Grading	Chromebooks Library visits
1st Sem.	Sentence Elements and Structures	8.L.2: Demonstrate command of conventions - capitalization, punctuation, and spelling when writing 8.L.1: Demonstrate command of conventions of grammar and usage in writing and speaking	Parts of Speech Conventions Editing techniques	Bellwork Homework Editing and revision checklists	Language Notebook Rubrics Dictionary Thesaurus

Grade Level: 8th	Subject: ELA	Time: 2nd Quarter	Core Text: <i>The Giver (R)</i>, <i>The Call of the Wild (H)</i>
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Time	Unit/Bend/Lesson	AZCCRS Standards	Skills/Minilessons	Benchmarks/ Assessments	Resources
Approx. 4 weeks	Whole Class Novel Study	<p>8.RL.1: Cite the textual evidence that supports analysis and inferences</p> <p>8.RL.2: Determine central idea/theme</p> <p>8.RL.3: Analyze use of dialogue and incidents that propel the action and reveal character</p> <p>8.RL.4: Determine the meaning of words and phrases as used in text; analyze tone, analogies, and allusions</p> <p>8.RL.6: Analyze points of view</p> <p>8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including how the material is rendered new</p> <p>8.SL.1: Engage effectively in a range of collaborative</p>	<p>Literary Elements</p> <ul style="list-style-type: none"> ● Plot Elements ● Character Analysis ● Theme Identification ● Point of View ● Figurative Language ● Sound Devices <p>Reading With Purpose</p> <ul style="list-style-type: none"> ● Application ● Inference ● Evidence ● Context Clues ● Connections from text to self, world, and/or text 	<p>Novel Study Exam</p> <p>Class Discussions</p> <p>Document based questions</p>	<p><i>The Giver (R)</i></p> <p><i>The Call of the Wild (H)</i></p>

		discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly			
4 weeks	Informational Texts	<p>8.RI.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p>8.RI.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</p> <p>8.RI.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>	<p>Nonfiction Reading Skills</p> <ul style="list-style-type: none"> • Annotation • Main Ideas/Supporting Details • Citing textual evidence • Work Cited Page • Compare/Contrast Texts • Identify Author's Purpose • Context Clues • Allusions • Author's Bias 	<p>They Say/ I Say Writing Responses</p> <p>Annotation Checks Document Based Questions</p> <p>Class Discussion</p> <p>Check for Understanding</p>	<p>Rubrics</p> <p>They Say / I Say Templates</p> <p>Articles of the Week</p> <p>Newslea</p>
	<p>Informational (compare / contrast) (U of S)</p> <p>Intro to Argumentative Writing (U of S)</p> <p>Dialectic Journal (H)</p>	<p>8.W.1: Write arguments to support claims with clear reasons and evidence</p> <p>8.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p>Three to five paragraph essay format</p> <p>Introductions: Hooks, Thesis statements</p> <p>Body Paragraphs: Topic sentences, Textual evidence, Parenthetical citations, Organization through transitions</p> <p>Writing Conventions: Sentence variety and fluency, Maintaining verb tense, Third</p>	<p>Student Writing</p> <p>Movie Compare/Contrast Essay (All)</p> <p>Banned/Challenged Books Research (Honors)</p> <p>Genre Research Project (Regular)</p> <p>Dialectic Journal (Honors)</p>	<p>Modeling/Student Examples</p> <p>Outlines</p> <p>Graphic Organizers</p> <p>Computers</p> <p>MLA format guides</p> <p>Websites</p> <p>Rubrics</p>

			<p>person point of view, Word Choice</p> <p>Author's Purpose</p> <p>Writing process</p>	Project Utopia (Regular)	
Yearlong	Greek and Latin Stems	<p>8.RL/RI.4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings</p> <p>8.L.3: Determine the meaning of unknown and multiple-meaning words or phrases</p>	<p>Context clues</p> <p>Knowledge of stem parts to determine meanings of unknown words</p> <p>Vocabulary acquisition</p>	<p>Bellwork</p> <p>Homework</p> <p>Quizzes</p> <p>Word Wars</p> <p>Go Back</p>	<p>Chapter 5 Stem List Packet</p> <p>Word Within the Word Lessons - 8th Grade (4-6)</p> <p>Vocabulary Templates</p> <p><i>Word Within the Word Book</i></p>
1st Sem	Sentence Elements and Structures	<p>8.L.2: Demonstrate command of conventions - capitalization, punctuation, and spelling when writing</p> <p>8.L.1: Demonstrate command of conventions of grammar and usage in writing and speaking</p>	<p>Pronoun-Antecedent Agreement</p> <p>Subject-Verb agreement</p> <p>Editing/Revisions of Conventions</p> <p>Sentence Types</p> <p>Fragments and run-ons</p> <p>Sentence elements and variety</p>	<p>Bellwork</p> <p>Homework</p> <p>Student Essays</p>	<p>Language Notebook</p>
	<p>Project Utopia</p> <p>Compare/Contrast Film to Text</p>	SL		<p>TED Talks</p> <p>Touchstones</p>	<p><i>(Truman Show or Pleasantville)</i></p>

Grade Level: 8th	Subject: ELA	Time: 3rd Quarter	Core Text: <i>The Diary of Anne Frank (A)</i>, <i>Black Ships Before Troy (H)</i>, excerpts from <i>Night (R)</i>
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Time	Unit/Bend/Lesson	AZCCRS Standards	Skills/Minilessons	Benchmarks/ Assessments	Resources
Approx. 4 weeks	<p>Reading Literary</p> <p><i>The Diary of Anne Frank</i></p> <p><i>Black Ships Before Troy (H)</i></p> <p>Reading Informational</p> <p><i>Night (R)</i></p> <p>Primary and Secondary Documents</p>	<p>8.RL/I.1: Cite the textual evidence that supports analysis and inferences</p> <p>8.RL/I.2: Determine central idea/theme</p> <p>8.RL/I.3: Analyze use of dialogue and incidents that propel the action and reveal character</p> <p>8.RL/I.4: Determine the meaning of words and phrases as used in text; analyze tone, analogies, and allusions</p> <p>8.RL/I.6: Analyze points of view</p> <p>8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types</p>	<p>Reading With Purpose</p> <ul style="list-style-type: none"> ● Application ● Inference ● Evidence ● Context Clues ● Connections from text to self, world, and/or text. ● Stage Direction ● Socratic Seminars ● Literature Circles <p>Nonfiction Reading Skills</p> <ul style="list-style-type: none"> ● Annotation ● Main Ideas/Supporting Details ● Citing textual evidence ● Work Cited Page ● Compare/Contrast Texts ● Identify Author's Purpose ● Context Clues ● Allusions ● Author's Bias 	<p>Class discussions</p> <p>Group work</p> <p>Quizzes/ tests</p> <p>Research / Argumentative or Persuasive writing</p> <p>Galileo Post Test</p>	<p>8th grade ELA textbook</p> <p>Audio version of <i>The Diary of Anne Frank</i></p> <p><i>Night</i> by Elie Weisel</p> <p>Holocaust/WWII guest speaker(s)</p> <p><i>Black Ships Before Troy (Honors)</i></p>

		<p>from myths, traditional stories, or religious works such as the Bible, including how the material is rendered new</p> <p>8.SL.1: Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly</p>			
	<p>Argumentative and Persuasive Writing (U of S)</p> <p>Research</p> <p>Timed Writing</p>	<p>8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>8.W.6: Use technology, including the Internet, to produce and publish writing</p> <p>8.W.5: With guidance and support, revise, edit, rewrite for final draft</p> <p>8.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>Three to five paragraph essay format</p> <p>Introductions: Hooks, Thesis statements</p> <p>Body Paragraphs: Topic sentences, Textual evidence, Parenthetical citations, Organization through transitions</p> <p>Writing Conventions: Sentence variety and fluency, Maintaining verb tense, Third person point of view, Word Choice</p> <p>Author's Purpose</p> <p>Writing process</p>	<p>Student writing</p>	<p>Rubrics</p> <p>Internet/Designated links</p> <p>Stop watch/Class Timer</p> <p>Outlines</p> <p>Graphic organizers</p>
	<p>Greek and Latin Stems</p>	<p>8.RL/RI.4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical</p>	<p>Context clues</p> <p>Knowledge of stem parts to determine meanings of unknown words</p>	<p>Bellwork</p> <p>Homework</p> <p>Quizzes</p>	<p>Chapter 5 Stem List Packet</p> <p>Word Within the Word Lessons - 8th</p>

		<p>meanings</p> <p>8.L.3: Determine the meaning of unknown and multiple-meaning words or phrases</p>	Vocabulary acquisition	<p>Word Wars</p> <p>Go Back</p>	<p>Grade (7-10)</p> <p>Vocabulary Templates</p> <p><i>Word Within the Word</i> Teacher and Student Book</p>
	Sentence Structure and Variety	<p>8.L.2 and 8.L.1: Demonstrate command of conventions of grammar and usage in writing and speaking</p>	<p>Verbals- Infinitives, Gerunds, and Participles</p> <p>Active and Passive Voice</p>	<p>Student writing</p> <p>Bellwork</p> <p>quizzes/homework</p>	<p>Language Notebook</p>

Grade Level: 8th	Subject: ELA	Time: 4th Quarter	Core Text: Biography, Speeches, <i>Warriors Don't Cry (H)</i>, <i>Black Ships Before Troy (R)</i>
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Time	Unit/Bend/Lesson	AZCCRS Standards	Skills/Minilessons	Benchmarks/ Assessments	Resources
4th Quarter	<p>Reading Informational</p> <p>Primary Sources: Essays and Speeches</p> <p>Biography</p> <p>Reading Literary</p> <p>Poetry</p>	<p>8.RL/I.1: Cite the textual evidence that supports analysis and inferences</p> <p>8.RL/I.2: Determine central idea/theme</p> <p>8.RL/I.3: Analyze use of dialogue and incidents that propel the action and reveal character</p> <p>8.RL/I.4: Determine the meaning of words and phrases as used in text; analyze tone, analogies, and allusions</p> <p>8.RL/I.6: Analyze points of view</p> <p>8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types</p>	<p>Nonfiction Reading Skills</p> <ul style="list-style-type: none"> ● Annotation ● Main Ideas/Supporting Details ● Citing textual evidence ● Work Cited Page ● Compare/Contrast Texts ● Identify Author's Purpose ● Context Clues ● Allusions ● Author's Bias <p>Poetic Elements</p> <ul style="list-style-type: none"> ● Theme Identification ● Point of View ● Figurative Language ● Sound Devices 	<p>AZ Merit Testing</p> <p>Grammar Post-test</p> <p>Writing Across the Curriculum Post-test</p> <p>Class discussions</p> <p>Group work</p> <p>Quizzes/ tests</p>	<p>Nikki Giovanni Author Study (All)</p> <p><i>Black Ships Before Troy (R)</i></p> <p><i>Warriors Don't Cry (H)</i></p> <p><i>Letters from a Birmingham Jail</i></p> <p><i>I Have a Dream Speech</i></p> <p>Children's Book: <i>Through My Eyes</i> by Ruby Bridges</p> <p>Independent Biographies and/or Autobiographies</p>

		<p>from myths, traditional stories, or religious works such as the Bible, including how the material is rendered new</p> <p>8.SL.1: Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly</p>			
	<p><u>Writing</u> Narrative Writing (U of S) Research</p>		<p>Three to five paragraph essay format</p> <p>Introductions: Hooks, Thesis statements</p> <p>Body Paragraphs: Topic sentences, Textual evidence, Parenthetical citations, Organization through transitions</p> <p>Writing Conventions: Sentence variety and fluency, Maintaining verb tense, Third person point of view, Word Choice</p> <p>Author's Purpose</p> <p>Writing process</p>	<p>Writing Across the Curriculum Post-test</p> <p>Creation Myth (R)</p> <p>Newspaper Project (H)</p> <p>Civil Rights Research (H)</p>	<p>Rubrics</p>
	<p>Greek and Latin Stems</p>	<p>8.RL/RI.4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical</p>	<p>Context clues</p> <p>Knowledge of stem parts to determine meanings of unknown words</p>	<p>Bellwork</p> <p>Homework</p> <p>Quizzes</p>	<p>Chapter 5 Stem List Packet</p> <p>Word Within the Word Lessons - 8th</p>

		<p>meanings</p> <p>8.L.3: Determine the meaning of unknown and multiple-meaning words or phrases</p>	Vocabulary acquisition	<p>Word Wars</p> <p>Go Back</p>	<p>Grade (11-13)</p> <p>Vocabulary Templates</p> <p><i>Word Within the Word</i> Teacher and Student Book</p>
	Sentence Structure and Variety	<p>8.L.2: Demonstrate command of conventions - capitalization, punctuation, and spelling when writing</p> <p>8.L.1: Demonstrate command of conventions of grammar and usage in writing and speaking</p>	<p>Clauses: Independent and Dependent (Adverb, Noun, and Adjective)</p> <p>Style and Syntax Analysis</p>	<p>Student writing</p> <p>Bellwork</p> <p>Quizzes</p> <p>Homework</p>	<p>Language Notebook</p>