



English Language Arts  
8<sup>th</sup> Grade

**Curriculum Committee Members**

Edward Beckmann, Central Middle School

Heather Coleman, West Middle School

Monica Diggs, North Middle School

Lisa Dlabick, West Middle School

Nicole Fritz, North Middle School

Melissa Heyen, West Middle School

Precious Mitchell, North Middle School

Barbara Shipp, East Middle School

Rhonda Spotanski, West Middle School

Regina Ware, Central Middle School

Amanda Weber, West Middle School

Tamara Wells, Central Middle School

Michelle Wilbert, Central Middle School

Holly Putnam, English Language Arts Curriculum Coordinator

Reviewed by Middle School ELA Teachers on March 16, 2015

Reviewed by Curriculum Advisory Committee on March 19, 2015

Approved by Board of Education on May 19, 2015

# TABLE OF CONTENTS

## English Language Arts 8

### 8<sup>th</sup> Grade

Hazelwood School District Mission Statement .....	3
Hazelwood School District Vision Statement .....	3
Hazelwood School District Goals.....	3
Curriculum Overview .....	4
Course Overview.....	5
Recommended Pacing Guide .....	12
Daily Instructional Components.....	14
Daily Instructional Formats .....	15
8 <sup>th</sup> Grade – Unit 1.....	18
8 <sup>th</sup> Grade – Unit 2.....	107
8 <sup>th</sup> Grade – Unit 3.....	180
Appendices.....	265

# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

MAP data indicates a need for strengthening our current 8<sup>th</sup> grade MAP data indicates a need for strengthening our current curriculum as the district has been trending at 37.1% scoring proficient and advanced in 2014, 41.7% scoring proficient and advanced in 2013 and 40.2% scoring proficient and advanced in 2012. . Internal Scholastic Reading Inventory scores are further confirmation that after completing the current 8<sup>th</sup> grade English Language Arts curriculum 38% of students are reading on grade level.

After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes literature circles and reading strategies, the writing process, and writing that is defined by the Standards-Based Scoring Guides for Each Genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required;** the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

Some of the objectives in the curriculum are sequential because they build on necessary skills. Other objectives will need to be sequenced in a way that fits a thematic or interdisciplinary approach.

The Hazelwood Required Instructional Components for 6<sup>th</sup> – 8<sup>th</sup> grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the two Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 8

GRADE LEVEL: 8<sup>th</sup>

**Course Description:**

The English Language Arts course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Critical thinking and the ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow then to the next grade-level. English Language Arts 8 is a required course for eighth grade students.

**Course Rationale:**

The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21<sup>st</sup> Century.

**Course Scope and Sequence**

<b>Unit 1: Changes Throughout History</b>	<b>Unit 2: Changes Within Ourselves</b>	<b>Unit 3: Changes Within Ourselves</b>
55 class periods of 80-85 minutes in length	55 class periods of 80-85 minutes in length	55 class periods of 80-85 minutes in length

## Unit Objectives

### Unit 1: Courage

1. The learner can cite textual evidence that shows an analysis of the text and draws conclusions and inferences.
2. The learner can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot and provide an objective summary of the text.
3. The learner will 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.
4. I can understand how the differences in the points of view of a character can create an effect such as suspense or humor.
5. The learner can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
6. The learner can determine the author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7. The learner can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognize when irrelevant evidence is introduced.
8. The learner can author narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
9. The learner can engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically.
10. The learner can engage narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
11. The learner can provide a conclusion that follows from and reflects on the narrated experiences or events.
12. The learner can, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
13. The learner can 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.
14. The learner can use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
15. The learner can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
16. The learner can form and use verbs in the active and passive voice.
17. The learner can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
18. The learner can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot and provide an objective summary of the text.
19. The learner can 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.

20. The learner can present claims and findings, emphasizing 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.

### **Unit 2: Civilization**

1. The learner can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well inferences drawn from fiction text.
2. The learner can determine a theme or central idea of fiction text 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.
3. The learners can analyze how informational text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories).
4. The learner can determine the meaning of words and phrases as they are used in fiction text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone.
5. The learner can write arguments to support claims with clear reasons and relevant evidence.
6. The learner can introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
7. The learner can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
8. The learner can provide a concluding statement or section that follows from and supports the argument presented.
9. The learner can, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
10. The learner can use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
11. The learner can use punctuation (comma, ellipsis, dash) to indicate a pause or break.
12. The learner can use an ellipsis to indicate an omission.
13. The learner can quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Unit 3: Humanity**

1. The learner can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from fiction text.
2. The learner can cite textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.
3. The learner can 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.
4. The learner can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot and provide an objective summary of the text.
5. The learner can 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.

6. The learner can determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text.
7. The learner can 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. The learner can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
9. The learner can introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information into broader categories and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
10. The learner can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
11. The learner can provide a concluding statement or section that follows from and supports the information or explanation presented.
12. The learner can use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
13. The learner can use precise language and domain-specific vocabulary to inform about or explain the topic.
14. The learner can use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas.
15. The learner can 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.
16. The learner can 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.
17. The learner can 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.
18. The learner can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.



## Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	6 <sup>th</sup> – 8 <sup>th</sup> Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each trimester. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

### Unit 1

audience, annotate, annotation, antagonist, argument, argumentative, audience, author's purpose, bias, cause and effect, central idea, characters, chronological, cite, claim, clarifying, climax, compare and contrast, compare/contrast, conflict, context clues, conventions, dialogue, draft, drafting, dramatic irony, edit, editing, elements of literature, evaluate, evidence, exposition, fact versus opinion, falling action, first person, format, graphic organizer, ideas, inference, irrelevant, main character, main idea/supporting details, minor character, mood, organization, organizational structures, plot, plot arc, point of view, prediction prewriting, problem and solution, protagonist, publish, publishing, purpose, reading strategies, resolution, revise, revision, rising action, roles, sentence fluency, sequence/process, setting, Socratic, sound, summarize, supporting details, text features, textual evidence, theme, themes, third person limited, third person omniscient, topic, visualize, voice, word choice

### Unit 2

allusions, analogies, body, characters, cite, citing evidence, claim, climax, commas, comparisons, conclusions, connotative meanings, counterclaim, credible, dash, denotative meanings, drafting, editing, ellipsis, evidence, exposition, falling action, figurative language, hyperbole, idiom, inferring, introduction, metaphor, paraphrase, personification, plot, prewriting, publishing, quote, reliable, resolution, revising, rising action, setting, simile, source, support, theme versus subject area, thesis, tone, writing process

### Unit 3

antagonist, argument, central idea, characters, climax, compare, conclusion, conflict, contrast, delineate, details, director, draft, rafting, editing, evaluate, exposition, falling action, format, inference, informational writing, informative/explanatory text, Internet searches, key words, meaning, mediums, multimedia, organization, paraphrase, paraphrasing versus direct quotes, plagiarism, poster, Power Point, presentation prewrite, prewriting, Prezi, protagonist, publishing, reliable sources, research skills, resolution, revising, rising action, search terms, setting, strongest support, structural elements, style, summary, text structures, textual evidence, theme, topic, transition words, writing process

## Approved Course Materials and Resources:

### Reading Instructional Resources:

#### Whole Class Novel Sets (3 Per trimester)

8 <sup>th</sup> Grade		
<u>Trimester 1</u> <ul style="list-style-type: none"> <li>• <i>Elijah Buxton</i> by Paul Curtis</li> <li>• <i>Woodson</i> by Gary Paulsen</li> <li>• <i>Phineas Gage</i> by John Fleischman</li> </ul>	<u>Trimester 2</u> <ul style="list-style-type: none"> <li>• <i>Rebels Against Slavery</i></li> <li>• <i>Separate Peace</i> by John Knowles</li> <li>• <i>Animal Farm</i> by George Orwell</li> </ul>	<u>Trimester 3</u> <ul style="list-style-type: none"> <li>• <i>Prisoner B-3087</i> by Alan Gratz</li> <li>• <i>I Know why a Caged Bird Sings</i></li> <li>• <i>Across Five Aprils</i></li> <li>• <i>Dracula</i> by Bram Stoker</li> </ul>

#### Literature Circle Novel Sets (Sets of 10 each per teacher)

8 <sup>th</sup> Grade		
<u>Trimester 1</u> <ul style="list-style-type: none"> <li>• <i>The Moves Make the Man</i> by Bruce Brooks</li> <li>• <i>Sorrows Kitchen: Nora</i></li> <li>• <i>Women of Hope</i> by Joyce Hanston</li> <li>• <i>Gutsy Girls</i> by Tina Sweger</li> </ul>	<u>Trimester 2</u> <ul style="list-style-type: none"> <li>• <i>Call of the Wild</i> by Jack London</li> <li>• <i>1984</i> by George Orwell</li> </ul>	<u>Trimester 3</u> <ul style="list-style-type: none"> <li>• <i>Black Rain</i></li> <li>• <i>Growing up in Slavery</i></li> </ul>

#### Hazelwood School District 6<sup>th</sup> Grade Tiered Vocabulary List

Resource Note: The Language of Literature anthology, from the previous curriculum, can be used for short supplemental reading passages to compliment students' current classroom reading for the purposes of modeling or re-teaching. Novels should be checked out to students so that students can read independently.

#### Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

#### Additional Resources:

- Online Text

- News ELA
- Readworks
  
- Online Dictionary and Thesaurus Resources
  - <http://www.merriam-webster.com/dictionary>
  - <http://www.thefreedictionary.com>
  
- Citation Websites
  - <http://content.easybib.com/citation-guides>
  - <https://owl.english.purdue.edu/owl/section/2/>
  
- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

Recommended 8<sup>th</sup> Grade Pacing Guide

Trimester 1

Week #	Suggested Text	Chapters	Pages
1	<i>Elijah Buxton</i> by Paul Curtis/1070		1-70
2			71-140
3			141-211
4			212-282
5			283-341
6	<i>Woodsong</i> by Gary Paulson/ 1090		1-44
7			45-88
8			89-132
9	<i>Phineas Gage</i> by John Fleishman/1030		1-32
10			33-65
11			66-96

**Literature Circle Texts:** *The Moves Make the Man*-1150, *Sorrows Kitchen*-1040, *Women of Hope*-1140

Trimester 2

Week #	Suggested Text	Chapters	Pages
1	<i>Rebels Against Slavery</i> by Fredrick L. McKissack, Patricia C. McKissack / 1130		1-44
2			45-88
3			89-132
4			133-176
5	<i>Separate Peace</i> by John Knowles/1110	13 Chapters	1-50
6			51-100
7			101-150
8			151-204
9	<i>Animal Farm</i> by George Orwell/ 1170		1-47
10			48-100
11			101-41

**Literature Circle Texts:** *Call of the Wild*-1080, *1984* by 1090

Trimester 3

Week #	Suggested Text	Chapters	Pages
1	<i>Prisoner B-3087</i> by Alan Gratz/1060		1-68
2			69-137
3			138-205
4			205-272
5	<i>I Know Why a Caged Bird Sings</i> by Maya Angelou /1070		1-60
6			61-120
7			121-180
8			180-240
9			240-304
10	<i>Across Five Aprils</i> by Irene Hunt / 1100		1-63
11			64-126
12			126-190

**Literature Circle Texts:** *Black Rain*-1070, *Growing Up in Slavery*-1130