

Unit Title: Reading Launch Unit 1	
Grade Level, Subject Area, and Unit Number: 8th Grade ELA	Approximate Length: 4-6 Weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> ● SL.8.1 Comprehension and Collaboration: 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. ● RL.8.10/RI.8.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. ● RL.8.1/RI.8.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.8.2./RI.8.2 Key Ideas and Details: 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; provide an objective summary of the text. ● L.8.6 Vocabulary Acquisition and Use: 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. ● L.8.4 Vocabulary Acquisition and Use: 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. (8.4 a-use context clues and 8.4b-Greek and Latin Roots) 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Launching Reading Workshop ● Reading expands understanding of oneself ● Readers develop a deeper understanding through reflection of text ● Using schema ● Questioning ● Engaging in discussion/collaboration 	<ul style="list-style-type: none"> ● Why do people read? ● What do people read? ● What are the benefit of reading? ● How does reading affect your life? ● How do readers prepare for reading? ● What are readers thinking about as they read? ● What can a reader do when they don’t understand? ● How do readers reflect and respond? ● What connections do readers make?
Transfer Goals	
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> ● Knowledge of Plot, Conflict, Character Analysis, and Setting ● Cite textual evidence through a variety of text ● Understand the use of Mentor Texts 	

Learning Objectives

- Develop an understanding of themselves as readers
- Develop habits of mind for engaging with a variety of text
- Learn and apply the expectations and routines for active participation in a reading community
- Cite textual evidence to support analysis of text
- Determine theme or central ideas of a text
- Analyze story elements and their role in fiction
- Use a variety of strategies to determine the meaning of challenging words and phrases in a text
- Analyze the impact of word choices on meaning and tone
- Prepare for and engage in a range of collaborative conversations to deepen their own and others' understanding of text
- Write routinely to process their thinking about text
- Set and monitor goals for themselves as readers

Resources

Required Resources

- Schoolwide Materials
- Various short stories
- The Giver

Optional Resources

- Various Teacher Resources

Unit Title: Nonfiction Unit 2	
Grade Level, Subject Area, and Unit Number: 8th Grade ELA	Approximate Length: 4-6 Weeks
Aligned Standards: (The unit standards will be listed by grade level and subject area.)	
<ul style="list-style-type: none"> ● RI.8.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● R.I.8.2 Key Ideas and Details: 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. ● R.I.8.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) ● R.I.8.4 Craft and Structure: Determine the meaning of words and phrases as they are used in 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. ● R.I.8.5 Craft and Structure: 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. ● R.I.8.6 Craft and Structure: Determine author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. ● R.I.8.7 Integration and Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. ● R.I.8.8 Integration and Knowledge and Ideas: 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. ● R.I.8.9 Integration and Knowledge and Ideas: 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. ● RI.8.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. ● L.8.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. ● L.8.6 Vocabulary Acquisition and Use: 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. 	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Text/Genre Features ● Text Features ● Using Schema ● Finding Word Meaning ● Author’s Point of View ● Making Inferences 	<ul style="list-style-type: none"> ● How do readers use the characteristics and organization of nonfiction to help them read and understand the text? ● How do we independently read and understand informational text? ● How do we use various text features and search tools to locate key facts or information in a text?

	<ul style="list-style-type: none"> • How do we explain the differences between fiction and nonfiction texts? • How do we identify who is telling a story? (point of view) • How do we use context clues to determine or clarify the meaning of unknown and multiple-meaning words?
Transfer Goals (Will be some or all of the skills listed below, plus any additional ones the groups feels important.)	
<ul style="list-style-type: none"> • Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), and making personal connections • Use context clues to find word meaning • Identify point of view and communicate ideas effectively in reading to suit a particular audience and purpose. • Apply knowledge of theme 	
Learning Objectives	
<ul style="list-style-type: none"> • Use knowledge of genre, text structure, and text features to support understanding • Synthesis and compare information across texts and in various formats (e.g., print, visual, multimedia) • Read a variety of types of references and literary nonfiction, including essays, speeches, memoirs, and biographies • Use comprehension strategies before, during, and after reading to monitor and deepen comprehension • Employ a repertoire of strategies to figure out unfamiliar vocabulary while reading • Use textual evidence to support thinking about nonfiction reading in both conversation and writing • Infer an author’s purpose or viewpoint • Summarize and synthesize information to determine important ideas • Analyze the impact of the author’s language choices on the meaning and tone of the text • Determine and pursue meaningful goals for enhancing the reading of nonfiction 	
Resources	
Required Resources	Optional Resources
<ul style="list-style-type: none"> • Schoolwide • Teacher Resources 	<ul style="list-style-type: none"> • Book Clubs (multiple nonfiction, historical fiction, and memoir texts)

Unit Title: Fiction Unit 3

Grade Level, Subject Area, and Unit Number: 8th Grade ELA	Approximate Length:
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Aligned Standards: (The unit standards will be listed by grade level and subject area.)

- RL. 8.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL. 8.3 Key Ideas and Details: 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.
- RL. 8.5. Craft and Structure: 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.
- RL. 8.6 Craft and Structure: 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
- RL. 8.9. Integration of Ideas: Analyze how a modern work of fiction draws on themes, patterns of events, or events or character types from myths, traditional stories, or religious works, including how the material is rendered new.
- RL.8.10. Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- SL.8.2 Comprehension and Collaboration: Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- SL.8.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.

Enduring Understandings	Essential Questions
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<ul style="list-style-type: none"> ● subgenres ● story elements ● narrative structure ● conflict ● historical setting ● plot ● POV ● implicit/explicit ● textual evidence ● theme/central idea 	<ul style="list-style-type: none"> ● How do we identify chronological structure within a text? ● How do we differentiate between different types of conflict and determine how they affect the resolution of a story? ● How do characters' points of view impact a story? ● What is theme? How does theme help us to explore and analyze text on a deeper level?
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	<ul style="list-style-type: none"> • How do we develop a deeper understanding of text and author’s purpose? • What is active reading?How do we summarize, question, and seek answers to keep track of key events in a story? • How does dialogue propel action, reveal aspects of characterization, and provoke decision making of characters?
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Transfer Goals
(Will be some or all of the skills listed below, plus any additional ones the groups feels important.)

- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), and making personal connections
- Use context clues to find word meaning
- Identify point of view and communicate ideas effectively in reading to suit a particular audience and purpose.
- Apply knowledge of theme
- Generate open ended questions and seek answers through critical analysis of text
- Knowledge of Plot, Conflict, Character Analysis, and Setting
- Cite textual evidence through a variety of text
- Understand the use of Mentor Texts

Learning Objectives

- **Understand that there are subgenres of fiction that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story.**
- **Understand that fiction texts have particular elements and chronological structures.**
- **Understand that there are different types of conflicts and resolutions present in fiction.**
- **Recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development.**
- **Explore and evaluate characters’ points of view and the effects differing points of view or perspectives have on a story.**
- **Understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text.**
- **Question what they read with the goal of developing a deep understanding of the text and the author’s purpose.**

- **Actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers.**
- **Recognize that fictional stories contain dialogue that propels action, reveals aspects of characters, and/or provokes a decision.**

Resources

Required Resources

- Schoolwide
- Teacher Resources

Optional Resources

- Book Clubs Books (student choice)

Unit Title: Fiction Unit 4

Grade Level, Subject Area, and Unit Number:
8th Grade ELA

Approximate Length:

Aligned Standards: (The unit standards will be listed by grade level and subject area.)

- RL. 8.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL. 8.3 Key Ideas and Details: 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.
- RL.8.4 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 choices on meaning and tone, including analogies or allusions to other texts.
- RL. 8.5. Craft and Structure: 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.
- RL. 8.6 Craft and Structure: 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
- RL. 8.7 Integration of Knowledge and Ideas: 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.
- L.8.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies.
- L.8.5 Vocabulary Acquisition and Use: Demonstrate Understanding of figurative language, word relationships, and nuances in word meanings.
- SL.8.2 Comprehension and Collaboration: Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- SL.8.4 Presentation of Knowledge and Ideas: 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.

- SL.8.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● active reading ● dialogue ● character development ● tone/mood/meaning ● understanding complex text ● perspective ● motif and theme ● compare and contrast ● structure style ● modern vs. traditional ● reflect/write/discuss ● comparing different mediums 	<ul style="list-style-type: none"> ● How does word choice affect mood and tone? ● How do we apply self-monitoring skills and strategies to construct meaning when faced with complex text? ● How do we identify POV, and determine the reliability of the source? ● How does repetition of phrases and motifs illustrate theme? ● How does modern-day literature draw on themes, characters, and patterns of traditional tales?
<p>Transfer Goals (Will be some or all of the skills listed below, plus any additional ones the groups feels important.)</p>	
<ul style="list-style-type: none"> ● Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), and making personal connections ● Use context clues to find word meaning ● Identify point of view and communicate ideas effectively in reading to suit a particular audience and purpose. ● Apply knowledge of theme ● Generate open ended questions and seek answers through critical analysis of text ● Knowledge of Plot, Conflict, Character Analysis, and Setting ● Cite textual evidence through a variety of text ● Understand the use of Mentor Texts 	

Learning Objectives

*Students will be able to... OR I can...

- **Interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone.**
- **Expect comprehension challenges when reading fiction and apply self-monitoring skills and strategies to construct meaning.**
- **Critically read texts to identify who is telling the story and from what point of view, as well as how these reliable or unreliable points of view contribute to the author's purpose across the text.**
- **Recognize how particular themes are illustrated by motifs or repetition of images and phrases, which shed light on the theme.**
- **Compare and contrast the structure of texts and analyze how different structures contribute to the meaning and style.**
- **Identify and compare modern-day literature that draws on the themes, characters, and patterns of traditional tales.**

Resources

Required Resources

- Schoolwide
- Teacher Resources

Optional Resources

- Book Club books (student choice)