

Implementing District Standards

Common Core Standardsⁱ

The following are the Common Core standards for the eighth grade Language Arts curriculum. They are organized by type of standard. The letters and numerals at the beginning of each represents the category (RL—Reading Literature), the grade level (8—8th grade), and the number of the standard in that particular category (RL 8.1—the first standard in the Reading Literature section). These are the standards that will be addressed in the unit plan. While many standards are long term goals, or are implemented daily, these are aligned particularly with this curriculum unit plan.

Reading Standards for Literature

These standards apply to the novel, New Boy, that is utilized throughout the unit. It is essential to the unit for themes to be determined, analysis of plot, textual evidence utilized to support analysis, and comparison between different pieces of literature.

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.

RL 8.2 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.

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.

RL 8.5 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 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.

Reading Standards for Informational Text

These standards are addressed as the many pieces of informational text are utilized. It is essential for understanding that textual evidence is cited for all analyses, central themes are recognized, author's point of view is established, and two pieces of nonfiction are analyzed for their relevance and truthfulness.

RI 8.1 Cite the textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

RI 8.2 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.

RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI 8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI 8.9 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.

Writing Standards

Students are asked to write and express themselves daily throughout this unit. This is essential for meeting the goals of this unit.

W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W 8.7 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.

W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

In order for students to apprehend the understanding necessary to deem them masters of this information, individuals must be able to express orally their understandings of the concepts in this unit. The Socratic seminar is a strategy employed throughout the unit. Speaking and listening are tools that must be utilized over the course of the four week unit.

SL 8.1 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.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL 8.2 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.

SL 8.4 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 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

¹ (Common Core State Standards Initiative 2012)