8th Grade ELA

Quarter 1: Relationships

ESSENTIAL QUESTION	BIG IDEAS
How does effective communication impact our relationships and understanding of the people and world around us?	- Students understand how to communicate effectively through writing and speaking. - Students understand how to read analytically in order to determine themes and central ideas. - Students cite textual evidence accurately and effectively to support ideas and opinions.

GUIDING QUESTIONS

Content
- What is a theme or central idea? RL.8.2, RI.8.2
- How does a theme or central idea impact the development of a text? RL.8.2, RI.8.2

Process
- How do I create an objective summary of the text I'm reading? RL.8.2, RI.8.2
- How do I cite textual evidence that supports my analysis of a text? RL.8.1, RI.8.1
- How do I compare and contrast the text structures in order to analyze the texts' meaning and style? RL.8.5
- How do I communicate effectively in writing and speaking? W.8.10, 11; SL.8.1
- How do I compose a narrative that is clear in its communication and utilizes techniques of good writing? W.8.3

Reflective
- What advantages/disadvantages do different mediums have, and how do they impact our understanding of different topics? RI.8.7
- How do text structures contribute to meaning and style? RL.8.5
- What attributes does an effective text include? RL.8.2, RI.8.2, W.8.3

FOCUS STANDARDS

Reading: 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.8.5** 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.

Reading: Informational
- **RI.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.
- **RI.8.2** Determine a central ideas 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.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea

Writing
- **W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **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.8.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.8.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening
- **SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING RESOURCES

Pearson Common Core Literature Textbook 2015
Pearson EasyBridge Online Textbook
Writing Coach

*See approved novel list related to Policy 4600

SOCIAL-EMOTIONAL SKILLS

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social engagement

- Relationship-building
- Teamwork

SELF-MANAGEMENT
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations —
effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward
personal and academic goals.
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

TECHNOLOGY SKILLS

ISTE 2.a. Students cultivate and manage their digital identity and reputation and are aware of the
permanence of their actions in the digital world.
ISTE 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including
social interactions online or when using networked devices.
ISTE 2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and
sharing intellectual property.
ISTE 2.d. Students manage their personal data to maintain digital privacy and security and are aware of data
collection technology used to track their navigation online.
ISTE 3.a. Students plan and employ effective research strategies to locate information and other resources
for their intellectual or creative pursuits.
ISTE 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or
other resources.
ISTE 3.c. Students curate information from digital resources using a variety of tools and methods to create
collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas
and theories and pursuing answers and solutions.
ISTE 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their
creation or communication.
ISTE 6.b. Students create original works or responsibly repurpose or remix digital resources into new
creations.
ISTE 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital
objects such as visualizations, models or simulations.
ISTE 6.d. Students publish or present content that customizes the message and medium for their intended
audiences.

KEY LEARNING EXPERIENCES

- Students will write using multiple resources and cite evidence accordingly in order to reflect on

relationships.
- Students will read a variety of informational and literary texts, comparing texts' structures and purpose and consider how those texts reflect on the people and world around them.
- Students will engage in research, presentations and group activities.
- Students will compose an original narrative following the appropriate structure learned.