# Year-at-a-Glance (YAG) --- Grade 8 --- English Language Arts

## Year-Long Learning Targets (to be addressed in every unit)

### Reading
- 8.4.1.1 (Citing Textual Evidence in Literature)
- 8.5.1.1 (Citing Textual Evidence in Informational Text)
- 8.4.2.2 (Determining and summarizing theme/central idea in Literature)
- 8.5.2.2 (Determining and summarizing theme/central idea in Informational Text)

### Writing and Language
- 8.7.5.5 (Utilizing the Writing Process to develop and strengthen writing)
- 8.11.2.2 (Correct Use of Conventions of Standard English)

## First Semester

### Unit 1: Communities and Interactions (5 weeks)

**Essential Question:** How can the creation of a “perfect” community lead to abuse of power?

**Text Set:** *The Giver, Hunger Games, Divergent, Ender’s Game, Uglies/Pretties*

**Shared Reading:** “The Lottery”

**Writing Piece:** Argument

**Reading**

- **1.1** I can analyze how dialogue or incidents in a story move the plot forward and reveal aspects of a character. (8.4.3.3)
- **1.2** I can compare and contrast the structure of two or more texts and analyze how the different structures lead to overall meaning. (8.4.5.5, 8.5.5.5)
- **1.3** I can determine an author’s point of view or purpose for writing and analyze how the author responds to conflicting evidence or viewpoints. (8.4.6.6, 8.5.6.6)

**Writing and Media Literacy**

- **1.4** I can write an argument to support my claims with logical reasoning and relevant evidence, and provide a conclusion that supports the argument I presented. (8.7.1.1a, 8.7.1.1b, 8.7.1.c, 8.7.1.d)
- **1.5** I can create a piece of multimedia work with which to present my argument and share it with an audience, being respectful of copyright and plagiarism. (8.9.8.8)

**Language**

- **1.6** I will use knowledge of language and its conventions when reading to understand the particular effects that the author is trying to achieve. (8.11.3.3)
- **1.7** I will use correct conventions of standard English capitalization, punctuation, and spelling when writing. (8.11.2.2)
- **1.8** I can figure out the meaning of unknown and multiple-meaning words/phrases using various strategies. (8.11.4.4)

## Second Semester

### Unit 3: Culture and Identity (5 weeks)

**Essential Question:** What makes us who we are, and why and how do people persevere through adversity to create a better future for themselves?

**Text Set:** *Bad Boy, Parrot in the Oven, Rite of Passage, I Can’t Keep my Own Secrets, The Moment, Not Quite What I Was Planning, Bead on an Anthill, The Queen of Water, A Long Walk To Water*

**Writing Piece:** Personal Narrative

**Reading**

- **3.1** I can determine the meaning of words and can analyze the impact of word choice on meaning and tone. (8.5.4.4)
- **3.2** I can analyze how text makes connections to people, ideas, and life. (8.5.3.3)
- **3.3** I can determine author’s purpose for writing a particular text. (8.5.6.6)

**Writing and Media Literacy**

- **3.4** I can write a descriptive personal narrative based on real events. (8.7.3.3)
- **3.5** I can organize my writing so that the reader can make accurate meaning of it. (8.7.3.3.a)
- **3.6** I can use literary and narrative techniques to develop deep meaning and convey experiences and events. (8.7.3.3.b)
- **3.7** I can use transition words and phrases to guide the reader through a personal narrative. (8.7.3.3.c)
- **3.8** I can use precise words, descriptive details, and figurative and sensory language to convey meaning. (8.7.3.3.d)
- **3.9** I will use technology to produce and publish writing as well as to interact and collaborate with others. (8.7.6.6)

**Language**

- **3.10** I will demonstrate understanding of figurative language, word relationships, and...
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## Unit 2: Culture and Perspective (5 weeks)
**Essential Question:** How does our perspective influence culture, and how does culture influence perspective?
**Text Set:** Diary of Anne Frank, To Kill a Mockingbird, Pigman, The Book Thief, The House on Mango Street, NightJohn/Sarny, Journey to Topaz, Farewell to Manzanar

**Writing Piece:** Informative

### Reading

1. I can analyze a text to determine how dialogue or incidents influence decisions. (8.4.3.3)
2. I can compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes meaning. (8.4.5.5, 8.5.9.9)
3. I can analyze the point of view of characters, and also my own point of view (through dramatic irony – e.g. Diary of Anne Frank) to create suspense. (8.4.6.6)
4. I can evaluate the relevance and credibility of argument and claims in a text. (8.5.8.8)

### Writing and Language

5. I can write an informative text which examines a topic. (8.7.2.2)
6. I can develop my topic thoroughly using relevant, well-chosen facts, details, quotations and other information including examples. (8.7.2.2b)
7. I can use transition words and phrases to guide the reader through an informative text. (8.7.2.2c, 8.7.2.2f)
8. I can produce clear understandable informative writing. (8.7.4.4)
9. I can use research from several sources to answer a question. (8.7.7.7)
10. I can quote or paraphrase information while avoiding plagiarism. (8.7.8.8)
11. I can find and use relevant, credible and sufficient evidence from nonfiction to support my claims. (8.7.9.9.b)
12. I will use appropriate words and phrases when writing my informative text. (8.11.6.6)

### Speaking

13. I can engage effectively in discussions by coming prepared and can cite evidence connected to the ideas being discussed. (8.9.1.1a)
14. I can pose questions that connect ideas, and respond to others’ questions and comments with relevant evidence and ideas. (8.9.1.1c)
15. I can analyze information presented in diverse media (such as video) to evaluate the motives behind its presentation. www.mediathatmattersfest.org (8.9.2.2)
16. I can evaluate mass media for accuracy of information, bias, purpose, message, and target audience, and analyze the message and points of view in different media. (8.9.7.7.a, 8.9.7.7.b)

## Unit 3: Perspectives and History (5 weeks)

**Essential Question:** How does our perspective influence culture, and how does culture influence perspective?

**Text Set:** Code Talker, Year of Wonders, My Chemical Mountain, Warriors Don’t Cry, Various informative texts, poetry, video

**Writing Piece:** Persuasive Speech/Call to Action

### Reading

1. I can analyze a text to determine how dialogue or incidents influence decisions. (8.3.4.4)
2. I can compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes meaning. (8.4.5.5, 8.5.9.9)
3. I can determine an author’s point of view and analyze how the author works through conflicting viewpoints. (8.5.6.6)
4. I 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. (8.5.7.7)

### Writing and Language

5. I can write a persuasive text that introduces a claim that can be distinguished from an opposite claim, and support it with clear reasons and relevant evidence. (8.7.1.1a, 8.7.1.1.b)
6. I can write a concluding statement that provides support for my persuasive argument. (8.7.1.1.e)
7. I can develop my topic with relevant facts, and concrete details. (8.7.2.2.b)
8. I can use my knowledge of language and its conventions to achieve particular effects. (8.11.3.3)

### Speaking, Viewing and Media Literacy

9. I can understand, analyze, evaluate and use different types of print, digital, and multimodal media. (8.9.7.7.a)
10. I can present valid information without plagiarism in a focused manner. (8.9.4.4)
11. I can adapt my speech to a variety of contexts, audiences, and tasks. (8.9.6.6)

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**Minnesota Standards:** [Minnesota K-12 Academic Standards in Literacy (MDE)](http://www.mde.k12.mn.us), [MPS Literacy Site](http://www.mps.org), [MPS ELA Standards Toolkit](http://www.mps.org)

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