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| **Essential Under-****standings** | * Good readers comprehend, interpret, and evaluate the author’s claim or theme.
* Effective writers and speakers attempt to convince their audience through the development of well-constructed claims and the judicious use of evidence.
* Good writers understand the importance of essay structure, particularly the elements of introduction, evidence, and conclusion.
* Effective writers and speakers independently plan and execute organizational schema suitable for their purpose and audience.
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| **Essential****Questions** | * How do argumentative writers and speakers engage their audience and vary their language and format for different purposes?
* What techniques do writers and speakers use to structure and support their claims?
* How does an author incorporate relevant and sufficient evidence to support claims?
* How does literary analysis deepen one’s understanding of literary texts?
* How do readers analyze and assess arguments and specific claims for their validity?
* How does the refining and revising of writing individually and collaboratively strengthen one’s writing?
* Why is adherence to standard English conventions important in communicating one’s ideas clearly in writing and speech?
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| **Essential Knowledge** | * Writers and speakers support claims with valid reasoning and relevant and sufficient evidence.
* To create a detailed a specific analysis writers make clear the relationship among thesis, points, and evidence.
* To read argument critically is to delineate and evaluate the argument and specific claims, including the validity of reasoning, as well as relevance and sufficiency of evidence.
* An author’s point of view and purpose shape the content and style of the text.
* Writers and speakers use rhetorical devices to persuade their audience, and they adapt writing and speech to a variety of contexts.
* In order to understand a text fully, readers determine what the text says explicitly, cite evidence to support inferences, determine central ideas or themes, interpret language, analyze text structure, assess point of view, and analyze how individuals, events, and ideas develop over two or more texts addressing similar themes or topics.
* Authors work individually and collaboratively to develop and strengthen writing via meaningful feedback and revision.
* Writers adhere to standard English conventions, adapt language and style to fit audience and purpose, and correctly use a range of vocabulary to create a well-written or well-delivered narrative.
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| **Vocab.** | Terms:Claim, tone, point-of-view, purpose, argument, theme, topic, character, plot, inference, thesis, transitions, evidence, direct/indirect quotes, reasoning, essay, points, introduction, body, conclusion, purpose, audience, context, analyze, evaluate |
| **Essential Skills** | * Provide, in writing and speech, textual evidence to support inferences and analysis of fiction and nonfiction text
* Write and present arguments to support claims using clear reasons and relevant evidence from accurate, credible sources
* Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English.
* Analyze independently and in groups, both in writing and speech, the central idea and structural parts of a text.
* Analyze meanings of words and phrases, including figurative language, and how they fit within the structure of a text.
* Determine the author’s point of view in a text and how that fits the author’s purpose.
* Interpret in discussions and writing how arguments presented in various media and formats communicate information and point of view.
* Distinguish between fact and opinion in written, spoken and visual sources.
* Identify authors and presenters’ claims and evaluate whether they successfully have developed and supported their points of view.
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| **Related Maine Learning Results** | Reading Literature - grade eight* 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 object 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 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
* 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 an style.
* RL 8.6: Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
* RL 8.7: 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.
* RL 8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the high end of grades 6-8 text complexity band independently and proficiently.

Reading Informational Text - grade eight* 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 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 8.4 Determine the meaning of words and phrases as they are used in a 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.
* RI 8.5 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.
* 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.
* RI 8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing - grade eight* W 8.1 Write arguments to support claims with clear reasons and relevant evidence
	+ [W.8.1a](http://www.corestandards.org/ELA-Literacy/W/8/1/a/) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	+ [W.8.1b](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	+ [W.8.1c](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	+ [W8.1d](http://www.corestandards.org/ELA-Literacy/W/8/1/d/) Establish and maintain a formal style.

 [W.8.1e](http://www.corestandards.org/ELA-Literacy/W/8/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.* W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* [W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) 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.
* [W.8.6](http://www.corestandards.org/ELA-Literacy/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. 8.9: 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.
* W.8.10:Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening - grade eight* 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.
	+ [SL.8.1a](http://www.corestandards.org/ELA-Literacy/SL/8/1/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.
	+ [SL.8.1b](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	+ [SL.8.1c](http://www.corestandards.org/ELA-Literacy/SL/8/1/c/) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
	+ [SL.8.1d](http://www.corestandards.org/ELA-Literacy/SL/8/1/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](http://www.corestandards.org/ELA-Literacy/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.8.3](http://www.corestandards.org/ELA-Literacy/SL/8/3/) 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.
* [SL.8.4](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/SL/8/5/) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
* [SL.8.6](http://www.corestandards.org/ELA-Literacy/SL/8/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/8) for specific expectations.)

Language - grade eight* L 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	+ [L.8.1a](http://www.corestandards.org/ELA-Literacy/L/8/1/a/) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	+ [L.8.1b](http://www.corestandards.org/ELA-Literacy/L/8/1/b/) Form and use verbs in the active and passive voice.
	+ [L.8.1c](http://www.corestandards.org/ELA-Literacy/L/8/1/c/) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	+ [L.8.1d](http://www.corestandards.org/ELA-Literacy/L/8/1/d/) Recognize and correct inappropriate shifts in verb voice and mood.\*
* [L.8.2](http://www.corestandards.org/ELA-Literacy/L/8/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	+ [L.8.2a](http://www.corestandards.org/ELA-Literacy/L/8/2/a/) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	+ [L.8.2b](http://www.corestandards.org/ELA-Literacy/L/8/2/b/) Use an ellipsis to indicate an omission.
	+ [L.8.2c](http://www.corestandards.org/ELA-Literacy/L/8/2/c/) Spell correctly.
* [L.8.3](http://www.corestandards.org/ELA-Literacy/L/8/3/) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	1. [L.8.3a](http://www.corestandards.org/ELA-Literacy/L/8/3/a/) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
1. [L.8.4](http://www.corestandards.org/ELA-Literacy/L/8/4/) 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.
	1. [L.8.4a](http://www.corestandards.org/ELA-Literacy/L/8/4/a/) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
	2. [L.8.4b](http://www.corestandards.org/ELA-Literacy/L/8/4/b/) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
	3. [L.8.4c](http://www.corestandards.org/ELA-Literacy/L/8/4/c/) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	4. [L.8.4d](http://www.corestandards.org/ELA-Literacy/L/8/4/d/) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
2. [L.8.5](http://www.corestandards.org/ELA-Literacy/L/8/5/) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	1. [L.8.5a](http://www.corestandards.org/ELA-Literacy/L/8/5/a/) Interpret figures of speech (e.g. verbal irony, puns) in context.
	2. [L.8.5b](http://www.corestandards.org/ELA-Literacy/L/8/5/b/) Use the relationship between particular words to better understand each of the words.
	3. [L.8.5c](http://www.corestandards.org/ELA-Literacy/L/8/5/c/) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
* [L.8.6](http://www.corestandards.org/ELA-Literacy/L/8/6/) 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.
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| **Sample Lessons****and****Activities** | * Write long and short-format analytical essays using several pieces of textual evidence to support analysis, theme, or central idea over the course of the text (RL 8.1, RL 8.2, RL 8.6, W 8.1, W. 8.4-6, W. 8.9, W. 8.10, L. 8.1-3, L. 8.6)
* Produce on-demand pieces that incorporate the elements of argumentation. (RL 8.1, RL 8.2, RL 8.6, W 8.1, W. 8.4-6, W. 8.9, W. 8.10, L. 8.1-3, l. 8.6)
* Write an argumentative literary analysis. (RL 8.1, RL 8.2, RL 8.6, W 8.1, W. 8.4-6, W. 8.9, W. 8.10, L. 8.1-3, l. 8.6)
* Read, analyze and discuss sample introductory and concluding paragraphs and identify the techniques used by the authors. (RI 8.1, 8.2, 8.4, 8.5, 8.6, 8.8, 8.9, L 1,

 L 3-5)* Examine methods for developing and refining a thesis and argument including graphic organizers and outlines. (W 8.1, W 8.4, W 8.5, W 8.6)
* Read, analyze and discuss how authors and speakers argue opposites sides of the same issue. (RI 8.1, 8.2, 8.4, 8.5, 8.6, 8.8, 8.9; SL 1, SL 3, L 1, L3-5)
* Revise, edit and produce a final copy. (W 8.1, 8.4-8.6)
* Read and analyze short stories and poems for character, plot, theme, and point of view. (RL 8.2, RL 8.3, RL 8.4, RL 8.5, RL 8.6, SL 8.1, SL 8.4, L 8.5)
* Analyze in writing and discussion what the text says explicitly using textual evidence and inferences. (RL 8.1, RL 8.2, RL 8.4, SL 8.1, SL 8.3, SL 8.4, L 8.5)
* Analyze in writing and discussion word meanings, author’s craft, the overall theme and central ideas, and the narrator’s point of view. (RL 8.2, RL 8.3, RL 8.4, RL 8.5, RL 8.6, SL 8.1, SL 8.2, SL 8.3, SL 8.4, SL 8.6)
* Use a variety of persuasive techniques to present a clear and concise argument with textual evidence. (W 8.1, W 8.4, W 8.5, W 8.6, L 8.1, L 8.2, L 8.3, L 8.4, L 8.6)
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| **Sample****Classroom****Assessment****Methods** | * Reading questions and discussions.
* Draft, revise, edit, and submit an argumentative/analytical essay.
* Teacher-generated rubrics, based on L. Calkins and CCSS
* Peer evaluations.
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| **Sample****Resources** | * Publications:
	+ Reviser’s Toolbox – Barry Lane
	+ *The Red Pony* by John Steinbeck
	+ *The Tell-Tale Heart* by Edgar Allan Poe
	+ *The House on Mango Street* by Sandra Cisneros
	+ *The Legend of Sleepy Hollow* by Washington Irving
	+ *A Christmas Carol*
	+ *The Highwayman* by Alfred Noyes
	+ *Craft Lessons* by Ralph Fletcher
	+ *Write Source 2000: A Guide to Writing, Thinking and Learning*
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