

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Literature

Course Length: One Year

Grade: 8

Date Last Approved: June 2023

Stage 1: Desired Results

Course Description and Purpose:

The Literature and Communications program for grade 8 is balanced and comprehensive. The language arts processes of reading, writing, listening, and speaking are taught in an integrated and interrelated manner. Course components include the study of rich and varied literature; writing in the genres of comparison of various media, persuasive, expository, and response to literature. Direct instruction within this course includes language arts skills and strategies, including close reading, analysis, vocabulary development, and grammar; and a balance of oral and written and language activities. Students will be given the opportunity to practice the following reading analysis strategies: key ideas and details, craft and structure, and integration of knowledge and ideas while reading a range of text complexity. They will also continue to refine their ability to communicate effectively through writing, reading, speaking, and listening

Enduring Understanding(s):

1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

Essential Question(s):

1. How do reading strategies impact a reader's comprehension and analysis of text?
2. How does reading a wide variety of texts expand one's knowledge of the world?
3. How do text features, structures, word-choice and characteristics influence understanding of a variety of genres?
4. How does what is written impact or influence readers?
5. How do rules of language affect communication?
6. How does a writer choose a particular form of writing?
7. What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?
8. How does understanding audience influence the way a message is communicated orally?

Learning Targets:

1. Students can evaluate fiction text including a variety of genres and formats.
2. Students can evaluate nonfiction text including a variety of genres and formats.
5. Students can organize and communicate ideas to others.

Stage 2: Learning Plan

I. Literary Bootcamp-Analysis of literary devices in short stories & poems: “How does language influence the way we think, act, and perceive the world”

- A. Independently choosing texts for literary work
- B. Close reading
- C. Responding to reading
- D. Analysis and synthesis of ideas
- E. Academic Integrity
- F. Analysis of short stories with emphasis on implied theme
- G. Understanding the implicit and explicit use of literary devices
- H. Deconstructing prompts and craft analysis
- I. Planning and preparation for on-demand literature analysis

Standards Referenced: College and Career Readiness Anchor Standards for Reading:

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1

CCSS.ELA-LITERACY.CCRA.R.2

CCSS.ELA-LITERACY.CCRA.R.3

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4

CCSS.ELA-LITERACY.CCRA.R.5

CCSS.ELA-LITERACY.CCRA.R.6

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.9

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10

Key Unit Resources

- Independent texts
- Commonlit texts
- Text excerpts
- Newsela
- IXL.com

Learning Targets Addressed:

- 1.Students can evaluate fiction text including a variety of genres and formats.
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- 5.Students can organize and communicate ideas to others.

Assessment Map

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● notes/close read annotations● comprehension checks● summary of texts● class discussions● notes● vocabulary study
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● class discussions● graphic organizers● close read annotations● selection tests

			<ul style="list-style-type: none">constructed responsesterm quizzes	
	Summative	Product	<ul style="list-style-type: none">close read annotationsbook talk/ persuasive productindependent text conferenceselection testsconstructed responses (literature analysis)	
II. Rites of Passage in Literature: “What are some of the milestones on the path of growing up?” A. Read and analyze how authors express point of view in nonfiction narrative B. Analyze short stories, memoir/autobiography emphasis on figurative language & literary devices and how they contribute to the text C. Analyze nonfiction letters & media D. Analyze classic novel with focus on indirect characterization and motivations. E. Analyze how setting is reflected in character motivations and actions		Standards Referenced: College and Career Readiness Anchor Standards for Reading: Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.6 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.9 Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10		
Key Unit Resources				
<ul style="list-style-type: none">My Perspectives Unit 1: Rites of PassageIndependent student novel/sThe Outsiders by S.E. HintonCommonlit.comIXL.comNewsela.comEdgar Allan Poe works				
Learning Targets Addressed: 1.Students can evaluate fiction text including a variety of genres and formats. 2. Students can evaluate nonfiction text including a variety of genres and formats. 5.Students can organize and communicate ideas to others.				
Assessment Map				
Type		Level	Assessment Detail	

	Practice	Knowledge	<ul style="list-style-type: none"> • notes/close read annotations • comprehension checks • summary of texts • class discussions • notes • vocabulary study
	Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • selection tests • class discussions • graphic organizers • IXL skill checks
	Summative	Product	<ul style="list-style-type: none"> • selection tests • unit test • socratic seminar-discussion • character analysis product • IXL skill quizzes

<p>III. Holocaust Literature “How do we remember the past?”</p> <p>A. Read a variety of texts and utilize a variety of multi-media to gain knowledge and insight</p> <p>B. Synthesize information from multiple sources to fully understand a historical event</p> <p>C. Read and analyze how authors discuss a cause, event, or condition that produces a specific result</p> <p>D. Listen to and engage with Holocaust Education Resource Center speakers</p> <p>E. Read and analyze memoir/journal as well as primary source documents</p>	<p>Standards Referenced: College and Career Readiness Anchor Standards for Reading:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1</p> <p>CCSS.ELA-LITERACY.CCRA.R.2</p> <p>CCSS.ELA-LITERACY.CCRA.R.3</p> <p>Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4</p> <p>CCSS.ELA-LITERACY.CCRA.R.5</p> <p>CCSS.ELA-LITERACY.CCRA.R.6</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7</p> <p>CCSS.ELA-LITERACY.CCRA.R.8</p> <p>CCSS.ELA-LITERACY.CCRA.R.9</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10</p>		
	<p>Key Unit Resources</p> <ul style="list-style-type: none"> • <i>My Perspectives</i> Unit 2: Holocaust • WWII literature circle texts • <i>Night</i> by Elie Wiesel or other memoir/journal/diary • HERC presentations • <i>United States Holocaust Memorial Museum</i> • Newsela 		
	<p>Learning Targets Addressed:</p> <p>1.Students can evaluate fiction text including a variety of</p>		

	<p>genres and formats.</p> <p>2. Students can evaluate nonfiction text including a variety of genres and formats.</p> <p>5.Students can organize and communicate ideas to others.</p> <p>Assessment Map</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">• notes/close read annotations• comprehension checks• class discussions• notes• vocabulary study</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">• selection tests• class discussions/lit. circle discussions• graphic organizers• dialectical journals• analyze structure of drama/text and character motivation</td></tr><tr><td>Summative</td><td>Product</td><td><ul style="list-style-type: none">• selection tests• unit test• socratic seminar-discussion• response to literature essay• synthesis project• dialectical journal response</td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">• notes/close read annotations• comprehension checks• class discussions• notes• vocabulary study	Formative	Skills/ Reasoning	<ul style="list-style-type: none">• selection tests• class discussions/lit. circle discussions• graphic organizers• dialectical journals• analyze structure of drama/text and character motivation	Summative	Product	<ul style="list-style-type: none">• selection tests• unit test• socratic seminar-discussion• response to literature essay• synthesis project• dialectical journal response
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Summative	Product	<ul style="list-style-type: none">• selection tests• unit test• socratic seminar-discussion• response to literature essay• synthesis project• dialectical journal response											
<p>IV. What Matters? Argument and Nonfiction Analysis: “When is it right to take a stand?”</p> <p>A. Evaluate written arguments by analyzing how authors state and support their claims</p> <p>A. Read and analyze nonfiction and opinion pieces</p> <p>B. Close read nonfiction for author’s purpose, craft, and text structure</p> <p>C. Analyze argument from varying mentor texts</p> <p>D. Analyze characterization in nonfiction</p> <p>E. Delineate and evaluate the argument and specific claims in a text</p>	<p>Standards Referenced: College and Career Readiness Anchor Standards for Reading:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1</p> <p>CCSS.ELA-LITERACY.CCRA.R.2</p> <p>CCSS.ELA-LITERACY.CCRA.R.3</p> <p>Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4</p> <p>CCSS.ELA-LITERACY.CCRA.R.5</p> <p>CCSS.ELA-LITERACY.CCRA.R.6</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7</p> <p>CCSS.ELA-LITERACY.CCRA.R.8</p> <p>CCSS.ELA-LITERACY.CCRA.R.9</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10</p>												

Key Unit Resources

- *My Perspectives* Unit 3:What Matters
- Newsela
- Independent Texts
- IXL.com

Learning Targets Addressed:

- 1.Students can evaluate fiction text including a variety of genres and formats.
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- 5.Students can organize and communicate ideas to others.

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• notes/close read annotations• comprehension checks• opinion journals• class discussions• vocabulary work• constructed responses
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• selection tests• class discussions• graphic organizers• constructed responses• IXL skill checks
Summative	Product	<ul style="list-style-type: none">• selection tests• Unit tests• constructed responses• class discussions• personalized argument synthesis project• IXL skill quizzes

- V. Analysis of Poetry & Contemporary Verse: “What are characteristics or elements that cause a piece of literature to endure?”**
- A. Analysis of classical and contemporary poetry in varying medias**
 - B. Analysis of author’s point of view or purpose through personalized author study**
 - C. Analysis and device identification through personal poems**
 - D. Interpret words and phrases as they are used in poetry including connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
 - E. Analyze how stanzas relate to each other and the whole**
 - F. Present using fluid delivery through public speaking**

Standards:Standards Referenced: College and Career Readiness Anchor Standards for Reading:

Key Ideas and Details:
 CCSS.ELA-LITERACY.CCRA.R.1
 CCSS.ELA-LITERACY.CCRA.R.2

Craft and Structure:
 CCSS.ELA-LITERACY.CCRA.R.4
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Integration of Knowledge and Ideas:
 CCSS.ELA-LITERACY.CCRA.R.7
 CCSS.ELA-LITERACY.CCRA.R.9

Range of Reading and Level of Text Complexity:
 CCSS.ELA-LITERACY.CCRA.R.10

Key Unit Resources

- Novels in verse
- Poetry anthologies
- *My Perspectives* poetry excerpts
- Poetry in music
- Newsela
- Independent texts
- IXL.com
- poetry foundation and poetry.org

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- 1.Students can evaluate fiction text including a variety of genres and formats.
2. Students can evaluate nonfiction text including a variety of genres and formats.
- 5.Students can organize and communicate ideas to others.

Assessment Map

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • notes/close read annotations • comprehension checks • class discussions
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • poetic device assessments • class discussions • graphic organizers • constructed responses • IXL skill checks

	Summative	Product	<ul style="list-style-type: none">poetic device & analysis assessmentauthor study projectIXL skill quizzes
VI. My Generation Capstone Research: “How does what we know about the world shape the way we view ourselves?” A. Synthesize information from multiple sources to fully understand self-selected topic B. Write an oral argument in which all elements of an argument are effectively incorporated. C. Present an effective oral argument in debate or presentation format D. Evaluating the effectiveness of an argument/presentation	Standards Referenced: College and Career Readiness Anchor Standards for Reading: Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.6 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 CCSS.ELA-LITERACY.CCRA.R.8 CCSS.ELA-LITERACY.CCRA.R.9 Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10		
	Key Unit Resources		
	<ul style="list-style-type: none">NewselaIndependent textsVarious research internet tools		
	Learning Targets Addressed: 1.Students can evaluate fiction text including a variety of genres and formats. 2. Students can evaluate nonfiction text including a variety of genres and formats. 5.Students can organize and communicate ideas to others.		
	Assessment Map		
	Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">notes/close read annotationscomprehension checksclass discussionsnotes	

	Formative	Skills/ Reasoning	<ul style="list-style-type: none">● selection tests● close read/notes● class discussions● graphic organizers● outline● IXL skill checks
	Summative	Product	<ul style="list-style-type: none">● research kick-off● research notecards● research paper/presentation● IXL skill quizzes
VII. Mythology: “How do myths and stories shape our lives?” A. Interpret myths and relate to modern texts	Standards Referenced: College and Career Readiness Anchor Standards for Reading: Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.6 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7 CCSS.ELA-LITERACY.CCRA.R.8 CCSS.ELA-LITERACY.CCRA.R.9 Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10		
	Key Unit Resources		
	<ul style="list-style-type: none">● Newsela● Independent texts● Commonlit● Scope magazine		
	Learning Targets Addressed: 1.Students can evaluate fiction text including a variety of genres and formats. 5.Students can organize and communicate ideas to others.		
	Assessment Map		
	Type	Level	Assessment Detail

	Practice	Knowledge	<ul style="list-style-type: none">• notes/close read annotations• comprehension checks• class discussions• notes
	Formative	Skills/ Reasoning	<ul style="list-style-type: none">• selection tests• close read/notes• class discussions• graphic organizers
	Summative	Product	<ul style="list-style-type: none">• personalized myth interpretations• synthesis project• reader’s theater presentation• mythology constructed response

