

Semester 1 of 2					
Unit Number: Title and Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 0: Classroom Routines and Expectations 2 Weeks Note: This unit coincides with the beginning of the year diagnostic reading assessment.	<ul style="list-style-type: none"> The purpose of this unit is to introduce classroom expectations, rules, and routines, as well as to set up students for success both academically and behaviorally. The secondary purpose of this unit is to perform mandatory diagnostic testing and assess student levels and needs academically. 	8.RI.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. 8.RI.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 evidence based summary of the text.	<ul style="list-style-type: none"> Students will know classroom routines and expectations, to include those dealing with behavior, assignments, and grading. Students will master the basics of formatting writing assignments, sending and receiving emails, using spell check, grammar check, and submitting work online. 	<ul style="list-style-type: none"> Students will demonstrate knowledge of classroom routines and expectations on a syllabus quiz. Students will write and submit electronically a correctly formatted paragraph. Students will collaborate on a set of shared classroom agreements as well as clearly articulate classroom rules. 	<i>Mirrors & Windows</i> Curriculum, including <i>Mirrors & Windows</i> Grammar & Writing Workbook
Unit 1: Reading Fiction	The purpose of this unit is to cultivate students'	8.RL.1 Analyze what the text says explicitly as well as	Students will read fictional texts to:	<ul style="list-style-type: none"> Students will demonstrate comprehension 	<i>Mirrors & Windows</i> Curriculum, including

6 Weeks	comprehension skills, skills in making inferences, and to begin engaging students' ability to determine the theme and/or the main idea of a text, in addition to writing a summary of a text to include both main idea and key supporting details.	<p>inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.RL.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 evidence-based summary of the text.</p> <p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly</p>	<ul style="list-style-type: none"> • Demonstrate comprehension, • Practice drawing inferences, • Determine themes, • Write a summary. <p>Students will write to:</p> <ul style="list-style-type: none"> • Use denotation and connotation in defining/using additional vocabulary. • Understand prefixes, roots & suffixes. • Use proper subject-verb agreement. • Use commas correctly. • 5. Correct use of clauses. 	<p>of texts by completing comprehension quizzes.</p> <ul style="list-style-type: none"> • Students will make inferences about events in the texts in short writing assignments. • Students will determine the theme of a short story and write a short essay that explains the theme and provides an evidence-based summary. • Student writing will demonstrate correct subject-verb agreement, comma use, and use of dependent & independent clauses. 	<p>Units 1 & 2 Fiction Connections (Finding Ourselves and Differing Perspectives)</p> <p>Vocabulary & Spelling Lessons:</p> <ul style="list-style-type: none"> • Denotation & Connotation • Prefixes, Roots & Suffixes <p>Grammar & Style Lessons:</p> <ul style="list-style-type: none"> • Subject-Verb Agreement • Comma Use • Independent & Dependent clauses <p><i>Mirrors & Windows</i> Grammar & Writing Workbook</p>
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		<p>from a range of strategies.</p> <p>8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>			
<p>Unit 2: Reading Nonfiction</p> <p>6 Weeks</p>	<p>The purpose of this unit is to cultivate students' comprehension skills, skills in making inferences, and to begin engaging students' ability to determine the theme and/or the main idea of a text, in addition to writing a summary of a text to include both main idea and key supporting details.</p>	<p>8.RI.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.RI.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 evidence-</p>	<p>Students will read fictional texts to:</p> <ul style="list-style-type: none"> • Demonstrate comprehension, • Practice drawing inferences, • Determine the central idea of a text. • Write a summary. <p>Students will write to:</p> <ul style="list-style-type: none"> • Use phrases correctly, 	<ul style="list-style-type: none"> • Students will demonstrate comprehension of texts by completing comprehension quizzes. • Students will make inferences about information and events in the texts in short writing assignments. • Students will determine two or more central 	<p><i>Mirrors & Windows</i> Curriculum, including, Units 3 & 4 Nonfiction Connections (Looking Back and Expanding Horizons)</p> <p>Vocabulary & Spelling Lessons:</p> <ul style="list-style-type: none"> • Synonyms and Antonyms • Using a dictionary and thesaurus <p>Grammar & Style Lessons:</p>

		<p>based summary of the text.</p> <p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.L.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.</p> <p>8.RI.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.</p>	<ul style="list-style-type: none"> Identify and use multiple sentence types, Identify/edit fragments and run-on sentences. 	<p>ideas in a text and write a short essay that analyzes their development over the course of the text and provides an evidence-based summary.</p> <ul style="list-style-type: none"> Student writing will demonstrate the correct use of phrases and appropriate structure. 	<ul style="list-style-type: none"> Punctuation: Dashes, Semicolons, and Colons Consistent Verb Tense Simple, Compound, and Compound-Complex Sentences <p><i>Mirrors & Windows</i> Grammar & Writing Workbook</p>
Unit 3: Informative & Descriptive Writing	The purpose of this unit is to engage	8.W.2 Write informative/explanat	Students will write a variety of	Students will demonstrate the	<i>Mirrors & Windows</i> Curriculum, including

4 Weeks	students' prior knowledge, develop their ability to research, quote and paraphrase texts, cite evidence, and compose an informative or descriptive text that examines a topic.	<p>ory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.W.8 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.</p>	<p>informational and expository texts to:</p> <ul style="list-style-type: none"> • Convey ideas, concepts, and information. • Practice and refine skills with the conventions of standard English grammar. 	<p>ability to research a topic, write about a topic, and cite relevant and accurate evidence in a text.</p> <p>The final project for Semester 1 will be an informative <i>or</i> descriptive essay.</p>	<p>Unit 3 Writing Workshop (Informative Writing) or Unit 4 Writing Workshop (Descriptive Essay)</p> <p><i>Mirrors & Windows</i> Grammar & Writing Workbook</p>
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		<p>8.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.L.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.</p>			
Semester 2 of 2					
Unit Number: Title and Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials

<p>Unit 4: Reading Poetry</p> <p>4 Weeks</p> <p>Note: This unit coincides with mid-year reading skills assessment</p>	<p>The purpose of this unit is to engage students' understanding of figurative language, to include similes, metaphors, and common idiomatic expressions as well as to reinforce students' ability to identify the theme of a short text, and to further practice the craft of writing.</p>	<p>8.RL.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 evidence-based summary of the text.</p> <p>8.RL.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.</p> <p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage</p>	<p>Students will read poetry to:</p> <ul style="list-style-type: none"> • Develop an understanding of figurative language. • Practice determining themes and main ideas. • 3. Practice writing analytic texts that explain the theme or main idea of a text. 	<ul style="list-style-type: none"> • Students will demonstrate comprehension of figurative language by completing comprehension quizzes. • Students will make inferences about ideas in the texts in short writing assignments. • Students will determine the theme of a poem or song lyric and write a short essay that explains the theme and provides an evidence-based summary. • Student writing will demonstrate an understanding of figurative language and 	<p><i>Mirrors & Windows</i> Curriculum, including Units 5 & 6 Poetry Connections (Living with Words and Reaching Out)</p> <p>Vocabulary & Spelling Lessons:</p> <ul style="list-style-type: none"> • Context Clues • Figurative Language <p>Grammar & Style Lessons:</p> <ul style="list-style-type: none"> • Nouns (Proper, Plural, Possessive, and Collective) • Simple and Compound Subjects • Personal, Possessive, Intensive and Reflexive Pronouns <p><i>Mirrors & Windows</i> Grammar & Writing Workbook</p>
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		<p>when writing or speaking.</p> <p>8.L.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.</p> <p>8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>		correct sentence structure.	
<p>Unit 5: State Test Prep</p> <p>2 Weeks</p>	<p>The purpose of this unit is to prepare students for state testing and to train students in the skills necessary for</p>	<ul style="list-style-type: none"> No new priority standards are directly addressed in this unit. 	<ul style="list-style-type: none"> Students will know the basic tools and features of the state test. Students will know relevant policies around 	<ul style="list-style-type: none"> Students will perform to the best of their ability on the state tests. Students will take this time to practice for 	<p>OSAS practice tests, testing manual, and any other relevant material</p>

	successful academic testing in the future.	<ul style="list-style-type: none"> Standards will be reviewed as needed. All standards will be addressed indirectly as they may appear on the OSAS practice tests. 	the state test and testing in general.	future testing opportunities such as the SAT.	
<p>Unit 6: Novel Study 8 Weeks</p> <p>Note: This unit coincides with Oregon State Testing in English Language Arts</p>	The purpose of this unit is to engage students' comprehension skills, develop skills in making inferences, and further engage students' ability to determine the theme and/or the main idea of a text (and write a summary).	<p>8.RL.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.RL.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 evidence-based summary of the text.</p>	<p>Students will read a novel to:</p> <ul style="list-style-type: none"> Demonstrate comprehension, Practice drawing inferences, Determine themes, Practice writing a summary. 	<ul style="list-style-type: none"> Students will demonstrate reading comprehension of figurative language by completing comprehension quizzes. Students will make inferences about ideas in the text in short writing assignments. Students will determine the theme or themes of a novel and write a short essay that explains the 	<p><i>Mirrors & Windows</i> Novel Study Unit for <i>Stealing Freedom</i>, by Elisa Carbone</p> <p><i>Mirrors & Windows</i> Grammar & Writing Workbook</p>

		<p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.L.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</p> <p>8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>		<p>theme and provides an evidence-based summary.</p>	
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<p>Unit 7: Argumentative Writing 4 Weeks</p> <p>Note: This unit coincides with the end of the year assessment in reading.</p>	<p>The purpose of this unit is to engage students' beliefs or values, develop their ability to research, quote, and paraphrase a text, draw and cite evidence, and compose an argumentative essay that makes specific claims and supports them with relevant reasoning and evidence.</p>	<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8.RI.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.</p> <p>8.W.8 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</p>	<p>Students will write a variety of argumentative texts to:</p> <ul style="list-style-type: none"> • Convey ideas, concepts, and information. • Argue, persuade, or convince. <p>2. Practice and refine skills with the conventions of standard English grammar.</p>	<ul style="list-style-type: none"> • Students will demonstrate the ability to research a topic, write about a topic and cite relevant and accurate evidence in a text. • The final project for Semester 2 will be an argumentative essay 	<p><i>Mirrors & Windows</i> Curriculum, including Unit 7 Writing Workshop (Argumentative Writing)</p> <p><i>Mirrors & Windows</i> Grammar & Writing Workbook</p>
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		<p>following a standard format for citation.</p> <p>8.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>8.L.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.</p>			
End of Semester 2					

