

Kenai Peninsula Borough
School District



Secondary
English Language Arts
Curriculum 2024

KPBSD ELA CURRICULUM

6TH GRADE UNIT 1

Desired Results

<p>ESTABLISHED GOALS/STANDARDS</p> <p>W3: Narrative</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL5: Analyze structure of text <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L5: Figurative Language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write a narrative paragraph. • Use textual evidence to support a conclusion. • Determine meaning of words. • Participate in collaborative discussions. • Use correct grammar and convention skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • A strong narrative paragraph includes a main idea/topic sentence, a body that includes textual evidence, and a conclusion that supports the main idea/ topic. • Determining the meaning of words requires the use of dictionaries and online resources. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is the structure of a plot? • What are the two parts of setting? • What is the concept of theme? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write a narrative paragraph (topic sentence, body, and conclusion). • How to use textual evidence to support a main idea/topic. • How to determine meaning of words. • How to participate in collaborative discussions. • How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing narrative paragraphs. • Using a print or online dictionary. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 1

Evidence

Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs describing personal experiences in groups, and independently. • Brainstorm connections with characters from short stories. • Work in collaborative groups to determine main idea of a text and present findings to class with supporting evidence. • Independently determine the main idea of a text. • Use word processing software to produce written work. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text. • Explain meaning of vocabulary from a text. • Summarize the main events from a text. • Recognize the two elements of setting from a text (time and location) independently and in groups. • Recognize main characters and their characteristics independently and in groups. • Recognize the elements of a plot independently and in groups. • Take notes from a digital or printed source. 	
6th grade paragraph checklist	<p>OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Exposition Theme Setting Plot Rising Action	Climax Falling Action Resolution Conflict Narrative	Conclusion Topic sentence/Main Idea Citing Evidence Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

6TH GRADE UNIT 1

Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources (scan, digital camera, clip art, graphics, etc.).
- Use a hyperlink.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

6TH GRADE UNIT 2

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> W4: Clear writing W5: Edit and revise W6: Use technology W7: Conduct research W8: Gather information W9: Draw evidence L6: Use grade-appropriate language <p>RL6: Author's Purpose</p> <ul style="list-style-type: none"> RL2: Determine theme RL3: Analyze elements of a story <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> L4: Determine/clarify meaning of unknown words RI6: Determine author's purpose RI7: Integrate information from different media <p>RI4: Determine meaning of words and phrases</p> <ul style="list-style-type: none"> SL2: Analyze main ideas L4: Determine/clarify meaning of unknown words L5: Figurative language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write an informative essay. Use textual evidence to support a conclusion. Determine theme and support it with textual evidence. Determine author's purpose in informative texts. Use correct grammar skills. Use collaborative skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Writing a strong informative paragraph requires textual evidence to support the conclusion. Determining the author's purpose and theme requires the use of multiple strategies. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> What is textual evidence? What is author's purpose? What are informative writing and texts? How might readers determine meaning of words? What skills are needed in collaborative discussion? What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to write informative paragraphs. How to use textual evidence to support a conclusion. How to determine theme and support it with textual evidence. How to determine author's purpose in informative texts. How to use correct grammar skills. How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing informative paragraphs. Finding textual evidence. Using collaborative skills. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 2

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write informational paragraphs supported with textual evidence independently and in groups. Make inferences about a text. Revise and self-edit writing. Compare and contrast details from texts in an informative paragraph. Write informative paragraphs identifying event outcomes from a text. Identify a problem found in a text and present a possible solution in an informative paragraph. Work in collaborative groups to determine theme of a text and present findings with supporting textual evidence. Independently determine theme of a text. Use word processing software to produce written work. Produce conclusions to comprehensive textual questions written in complete sentences. Use a print and digital dictionary to find meanings of words. Determine the actual meaning of a word (denotative) and the emotional meaning of a word (connotative). Summarize main events from a text. Take notes from a digital source. Read and summarize main ideas from an informative text. After reading a text, compare and contrast it with the film or audio version. 	
6th grade paragraph checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Textual Evidence Summarize Theme Quote	Paraphrase Connotation Denotation Inference	Analysis Fact Compare/Contrast Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

6TH GRADE UNIT 2

Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.)
- Use a hyperlink.
- Use the Internet to find information in an efficient way.
- Explain plagiarism and will behave in an ethical manner.
- Cite sources for information in an acceptable manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

6TH GRADE UNIT 3

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> W4: Clear writing W5: Edit and revise W6: Use technology W7: Conduct research W8: Gather information W9: Draw evidence L6: Use grade-appropriate language <p>RL6: Author's Purpose</p> <ul style="list-style-type: none"> RL2: Determine theme RL3: Analyze elements of a story <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> L4: Determine/clarify meaning of unknown words RI6: Determine author's purpose RI7: Integrate information from different media <p>RI4: Determine meaning of words and phrases</p> <ul style="list-style-type: none"> SL2: Analyze main ideas L4: Determine/clarify meaning of unknown words L5: Figurative language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write an argumentative essay. Use textual evidence to support an opinion/argument. Determine the central idea and support it with textual evidence. Determine the difference in author's purposes from similar informational texts. Use correct grammar skills. Use collaborative skills. Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> Writing a strong argumentative paragraph requires textual evidence to support the conclusion. Determining the author's purpose directly relates to the central idea of the informational text. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> How is textual evidence used effectively? What is author's purpose? How are words used to influence meaning? What skills are needed in collaborative discussion? What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to write an argumentative paragraph. How to use textual evidence to support an opinion/argument. How to determine the central idea and support it with textual evidence. How to determine author's purpose. How to use correct grammar skills. How to use collaborative skills. How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing an argumentative paragraph. Determining author's purpose. Determining theme/central idea. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 3

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraphs arguing an opinion supported with textual evidence in groups, and independently. Establish and support a position in response to a topic or issue. Revise and self-edit writing. Determine the effect of word choice in informational texts using supporting evidence. Find evidence supporting the author’s argument in a text. Use word processing software to produce written work. Produce conclusions to comprehensive textual questions written in complete sentences for argumentative texts. Explain the technical meaning of words in informational texts. Summarize the main events from a text. Create and present a digital presentation of an argument with textual evidence. Take notes from a digital source. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Persuasion Argument Inference	Fact Opinion Author’s Purpose	Theme Central Idea Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

6TH GRADE UNIT 3

Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.)
- Use a hyperlink.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Produce a multimedia product.
- Evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and will behave in an ethical manner.
- Cite sources for information in an acceptable manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

6TH GRADE UNIT 4

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W7: Conduct short research projects • L3: Use knowledge of language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL9: compare fictional portrayal to historical <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L6: Use grade-appropriate language <p>L2: Capitalization, Spelling, & Punctuation</p> <p>SL1: Collaborative discussions</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> • SL5: Include multimedia • SL6: Adapt speech 	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Conduct short research projects. • Use textual evidence to support their research. • Cite textual evidence in their research. • Use collaborative skills. • Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Textual evidence is required in quality research projects. • Collaborative skills are necessary to succeeding in life. • Resources need to be evaluated for validity. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What skills are needed in the writing process (i.e. drafting, revising, and editing)? • How is textual evidence used effectively? • What skills are needed in collaborative discussion? • How is textual evidence cited correctly? • How is multimedia used to present ideas?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • How to conduct short research projects. • How to cite textual evidence to support research. • How to use correct grammar skills. • How to use collaborative skills. • How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Conducting short research projects. • Using textual evidence. • Using collaborative skills. • Creating and presenting. 	

KPBSD ELA CURRICULUM

6TH GRADE UNIT 4

Evidence		
Evaluative Criteria	Assessment Evidence	
Research Rubrics	PERFORMANCE TASK(S): <ul style="list-style-type: none"> Conduct short research projects, independently and collaboratively, using digital and print sources. Search for, evaluate, and select reliable sources for research. Correctly cite sources used in research. Use digital tools to present information. Revise and self-edit writing. Use word processing software to produce written work. 	
Vocabulary		
Research Citation	Evaluate Reliable	Text Dependent Analysis (TDA)
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> Use the home row and accurately type 30 wpm using proper techniques. Use electronic mail and attach documents appropriately. Apply my existing knowledge to emerging technology. Conduct research and compose a report using advanced formatting skills. Use spell and grammar proofing and thesaurus functions of a word processing program. Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.) Use a hyperlink. Use the Internet to find information in an efficient way. Use advanced search features. Produce a multimedia product. Evaluate a presentation or product and make suggestions to improve it. Explain plagiarism and will behave in an ethical manner. Cite sources for information in an acceptable manner. Use digital tools collaboratively. Use a course or learning management system to access class pages, portfolios, class calendars, and grades. Access online catalogs and databases for online research. Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance. 		

KPBSD ELA CURRICULUM

7TH GRADE UNIT 1

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>W3: Narrative</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL5: Analyze structure of text • RL7: Compare written to staged/audio <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L5: Figurative Language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write a narrative paragraph. • Use textual evidence to support a conclusion. • Determine meaning of words. • Participate in collaborative discussions. • Use correct grammar skills. 	
	Meaning	
	<p style="text-align: center; font-weight: bold;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Writing a strong narrative paragraph requires textual evidence to support the conclusion. • Determining the meaning of words requires the use of multiple strategies. 	<p style="text-align: center; font-weight: bold;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is the structure of a plot? • What are the two parts of setting? • What is the concept of theme? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
	Acquisition	
<p>Students will know ...</p> <ul style="list-style-type: none"> • How to write a narrative paragraph. • How to use textual evidence to support a conclusion. • How to determine meaning of words. • How to participate in collaborative discussions. • How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing narrative paragraphs. 	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 1

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraphs describing an opinion supporting with personal narrative in groups, and independently. Brainstorm connections with characters from short stories. Peer edit each other's writing and then finish with teacher edit. Work in collaborative groups to determine theme of a text together and present findings to class with supporting evidence. Independently determine the theme of a text. Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. Produce conclusions to comprehensive textual questions written in complete sentences. Use a print and digital dictionary to find meanings of words from a text. Explain meaning of vocabulary from a text in their own words and can make connections with those words. Summarize the main events from a text. Recognize main characters and their characteristics independently and in groups. Recognize the two elements of setting from a text independently and in groups. Take notes from a digital source. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Exposition Setting Plot Falling Action	Personal Narrative Opinion Fact Resolution	Conflict Text Dependent Analysis (TDA) Rising Action

KPBSD ELA CURRICULUM

7TH GRADE UNIT 1

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply my existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Back up files on storage medium.
- Apply my existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced keyword searches and choose relevant sources when creating a product.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • W7: Conduct research • W8: Gather information • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL7: Compare written to staged/audio <p>RL2: Determine Theme</p> <ul style="list-style-type: none"> • RL3: Analyze elements of a story • RL6: Analyze author’s purpose <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RI4: Determine meaning of words and phrases • L4: Determine/clarify meaning of unknown words • L5: Figurative language <p>RI6: Determine Author’s Purpose</p> <ul style="list-style-type: none"> • RI5: Analyze structure author uses • RI9: Analyze multiple author’s writing on same topic • SL2: Analyze main ideas <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write an informative paragraph. • Use textual evidence to support a conclusion. • Determine theme and support it with textual evidence. • Determine author's purpose in informative texts. • Use correct grammar skills. • Use collaborative skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Writing a strong informative paragraph requires textual evidence to support the conclusion. • Determining the author’s purpose and theme requires the use of multiple strategies. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is textual evidence? • What is author’s purpose? • What is the purpose of informative texts? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write an informative paragraph. • How to use textual evidence to support a conclusion. • How to determine theme and support it with textual evidence. • How to determine author's purpose in informative texts. • How to use correct grammar skills. • How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing informative paragraphs. 	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Evidence	
Evaluative Criteria	Assessment Evidence
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs describing an opinion supporting with textual evidence in groups, and independently. • Brainstorm inferences about a text. • Peer edit each other's writing and then finish with teacher edit. • Compare and contrast two characters from a text in an informative paragraph. • Identify what events caused certain outcomes in a text and write an informative paragraph. • Identify a problem found in a text and present a possible solution to the problem in an informative paragraph. • Work in collaborative groups to determine theme of a text together and present findings to class with supporting textual evidence. • Independently determine the theme of a text and use textual evidence to support. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text and determine between the actual meaning of a word (denotative) to the emotional meaning of a word (connotative). • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital informative text. • Read and summarize main ideas from an informative text. • Analyze specific lines from informational and literary texts and recognize their meaning to the overall text. • Watch a movie version of a text and can compare and contrast the two versions.
<u>Paragraph Writing Checklist</u>	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Vocabulary		
Textual Evidence Quote Connotation Denotation	Paraphrase Analysis Fact	Text Dependent Analysis (TDA) Inference Opinion

Technology Skills

- I can...
- Use the home row and accurately type 40 words or more per minute using proper techniques.
 - Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
 - Apply my existing knowledge to emerging technology.
 - Use spell and grammar proofing and thesaurus functions of a word processing program.
 - Transfer text, graphics, and charts from one document to another.
 - Use the Internet to find information in an efficient way.
 - Use advanced search features.
 - Back up files on storage medium.
 - Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
 - Apply my existing knowledge to emerging technology.
 - Use headers and footers.
 - Use advanced key word searches and choose relevant sources when creating a product.
 - Explain plagiarism and behave in an ethical manner.
 - Use digital tools collaboratively.
 - Use a course or learning management system to access class pages, portfolios, class calendars, and grades.

KPBSD ELA CURRICULUM

7TH GRADE UNIT 3

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • W7: Conduct Research • W8: Gather Information • L6: Use grade-appropriate language <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RI4: Determine meaning of words and phrases • L4: Determine/clarify meaning of unknown words • L5: Figurative language <p>RI2: Determine Central idea</p> <ul style="list-style-type: none"> • RI3: Analyze interactions • RI8: Trace and evaluate argument and claims • SL3: Delineate a speaker’s argument <p>RI6: Determine Author’s purpose</p> <ul style="list-style-type: none"> • RI7: Compare written to audio/media version • RI9: Analyze multiple author’s writing on same topic • SL2: Analyze main ideas <p>SL1: Collaborative Discussions</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> • SL5: Include multimedia • SL6: Adapt speech <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write an argumentative paragraph. • Use textual evidence to support an opinion/argument. • Determine the central idea and support it with textual evidence. • Determine the difference in author's purposes from similar informational texts. • Use correct grammar skills. • Use collaborative skills. • Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Students will understand...</p> <ul style="list-style-type: none"> • Writing a strong argumentative paragraph requires textual evidence to support the conclusion. • Determining the author’s purpose directly relates to the central idea of the informational text. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • How is textual evidence used effectively? • What is author’s purpose? • How are words used to influence meaning? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)? 	
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write an argumentative paragraph. • How to use textual evidence to support an opinion/argument. • How to determine the central idea and support it with textual evidence. • How to determine the difference in author's purposes from similar informational texts. • How to use correct grammar skills. • How to use collaborative skills. • How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing an argumentative paragraph. 	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 3

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraphs describing an opinion supporting with textual evidence from multiple sources in groups and independently. Brainstorm multiple positions to a controversial issue. Compare arguments from multiple authors on similar topics. Peer edit each other's writing and then finish with teacher edit. Work in collaborative groups to determine the effect of word choice in informational texts and present findings to class with supporting evidence. Independently determine the effectiveness of an argument. Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. Produce conclusions to comprehensive textual questions written in complete sentences for informational texts. Explain connotative (emotional) meaning of words from informational texts. Summarize the main events from a text. Recognize main character's similarities between texts both literary and informational independently and in groups. Create and present a digital presentation of an argument with textual evidence from multiple sources. Take notes from a digital source. Compare a written speech to its delivery. 	
Paragraph Writing Checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Persuasion Ethos Pathos	Logos Argument Fact	Opinion Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

7TH GRADE UNIT 3

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply my existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Explain and use a hyperlink within my work.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Produce a multimedia product.
- Back up files on storage medium.
- Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
- Apply existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced key word searches and choose relevant sources when creating a product.
- Develop and use criteria to evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and behave in an ethical manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.
- Access online catalogs and databases for online research.
- Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance.

KPBSD ELA CURRICULUM

7TH GRADE UNIT 4

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>RL4: Determine Meaning of Words</p> <ul style="list-style-type: none"> ● L4: Determine/clarify meaning of unknown words ● L5: Figurative language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RL9: compare fictional portrayal to historical <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> ● W4: Clear writing ● W5: Edit and revise ● W6: Use technology <p>L2: Capitalization, Spelling, & Punctuation</p> <p>SL1: Collaborative discussions</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> ● SL5: Include multimedia ● SL6: Adapt speech 	Transfer	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> ● Write a narrative story with all story elements. ● Use figurative language. ● Use textual evidence to support a conclusion about poetry. ● Use correct grammar skills. ● Use collaborative skills. ● Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writing a strong narrative short story or poem requires the use of figurative language to support the conclusion. ● Using figurative language enhances a piece of writing. ● Using textual evidence in poetry supports a conclusion. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> ● What are the story elements? ● How do elements of a story interact? ● How do authors use figurative language? ● How do authors create tone? ● What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> ● How to write a narrative story with all story elements. ● How to use figurative language. ● How to use textual evidence to support a conclusion about poetry. ● How to use correct grammar skills. ● How to use collaborative skills. ● How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Writing narrative short stories and poetry. 	
Evidence		
Evaluative Criteria	Assessment Evidence	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 4

Creative Writing Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write a poem mimicking the structure of a famous poem (i.e. I'm Nobody by Emily Dickens) in groups and independently. • Brainstorm multiple ideas from a creative writing prompt. • Peer edit each other's writing and then finish with teacher edit. • Recognize the structure of a poem and can understand how it affects meaning. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Create multiple styles of poems with figurative language. • Create at least one short story with all five story elements.
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Vocabulary

<p>Exposition Theme Setting Plot Rising Action</p>	<p>Falling Action Resolution Conflict Simile Metaphor</p>	<p>Personification Figurative Literal Text Dependent Analysis (TDA)</p>
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Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> • Use the home row and accurately type 40 words or more per minute using proper techniques. • Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places. • Apply existing knowledge to emerging technology. • Conduct research and compose a report using advanced formatting skills. • Use spell and grammar proofing and thesaurus functions of a word processing program. • Transfer text, graphics, and charts from one document to another. • Use the Internet to find information in an efficient way. • Produce a multimedia product. • Backup files on storage medium. • Use headers and footers. • Use advanced keyword searches and choose relevant sources when creating a product. • Use digital tools collaboratively. • Use a course or learning management system to access class pages, portfolios, class calendars, and grades. • Access online catalogs and databases for online research. • Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance.

KPBSD ELA CURRICULUM

8TH GRADE UNIT 1

Desired Results		
<p>ESTABLISHED GOALS/STANDARDS</p> <p>W3: Narrative</p> <ul style="list-style-type: none"> ● W4: Clear writing ● W5: Edit and revise ● W6: Use technology ● W9: Draw evidence ● L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RL4: Determine the meaning of words ● RL9: Analyze modern works draw on traditional <p>RL2: Determine theme and analyze</p> <ul style="list-style-type: none"> ● RL3: Analyze how lines propel action ● RL5: Analyze structure of a text <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> ● L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Write a narrative paragraph. ● Explain a conclusion using textual evidence. ● Explain a theme using textual evidence. ● Determine meaning of words. ● Participate in collaborative discussions. ● Use correct grammar skills. 	
	Meaning	
	<p style="text-align: center; font-weight: bold;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writing a strong narrative paragraph requires textual evidence to support the conclusion. ● Justifying a theme requires the use of textual evidence. ● Determining the meaning of words requires the use of multiple strategies. 	<p style="text-align: center; font-weight: bold;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> ● What are the cultural elements of setting (i.e. dialectic, cultural norms, expected traditions)? ● What are common themes found in literature? ● How might readers determine meaning of figurative language? ● What skills are needed in collaborative discussion? ● What skills are needed in the writing process (i.e. drafting, revising, and editing)?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> ● How to write a narrative paragraph. ● How to explain a conclusion using textual evidence. ● How to explain a theme using textual evidence. ● How to determine meaning of words. ● How to participate in collaborative discussions. ● How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Writing narrative paragraphs. 	

KPBSD ELA CURRICULUM

8TH GRADE UNIT 1

Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraphs/essays describing an opinion supported with personal narrative in groups and independently. Brainstorm connections with characters from short stories. Peer edit each other's writing and then finish with teacher edit. Work in collaborative groups to determine skills needed in a collaborative discussion and in the writing process. Independently determine the theme of a text. Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. Produce conclusions to comprehensive textual questions written in complete sentences. Use a print and digital dictionary to find meanings of words from a text. Explain meaning of vocabulary from a text in their own words and can make connections with those words. Summarize the main events from a text. Recognize main characters and their characteristics independently and in groups. Recognize the two elements of setting from a text independently and in groups. Take notes from a digital source. 	
<u>Paragraph Writing Checklist</u>	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>	
Vocabulary		
Exposition Theme Setting Plot	Rising Action Falling Action Resolution Conflict	Personal Narrative Fact Opinion Text Dependent Analysis (TDA)

KPBSD ELA CURRICULUM

8TH GRADE UNIT 1

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply existing knowledge to emerging technology.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Backup files on storage medium.
- Apply my existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced keyword searches and choose relevant sources when creating a product.
- Use digital tools collaboratively.
- Be respectful when discussing similarities and differences to solve problems.

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

Desired Results

<p>ESTABLISHED GOALS/STANDARDS</p> <p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> ● W4: Clear writing ● W5: Edit and revise ● W6: Use technology ● W9: Draw evidence ● W7: Conduct research ● W8: Gather information ● L6: Use grade-appropriate language <p>R1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RL4: Determine the meaning of words ● RL7: Analyze filmed version <p>RL2: Determine theme and analyze</p> <ul style="list-style-type: none"> ● RL3: Analyze how lines propel action <p>RL6: Analyze author's purpose with different POV</p> <ul style="list-style-type: none"> ● RL5: Analyze structure of a text <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> ● RI4: Determine the meaning of words ● RI5: Analyze structure of paragraphs ● RI6: Determine author's purpose <p>SL4: Presentations</p> <ul style="list-style-type: none"> ● SL1: Collaborative discussions ● SL2: Analyze the purpose of information <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> ● L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ● Write an informative essay. ● Explain a conclusion with textual evidence. ● Explain common themes with textual evidence. ● Explain author's purpose in informative texts. ● Use correct grammar skills. ● Use collaborative skills. ● Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writing a strong informative paragraph/essay requires textual evidence to support the conclusion and identify common themes. ● Determining the author's purpose and theme requires the use of multiple strategies. ● There are different text structures that they can recognize and use. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> ● What is relevant textual evidence? ● What is author's purpose? ● What is the purpose of informative texts? ● How might readers determine connotative and denotative meaning of words in a text? ● What skills are needed in collaborative discussion? ● What skills are needed in the writing process (i.e. drafting, revising, and editing)?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> ● How to write informative essays. ● How to explain a conclusion with textual evidence. ● How to explain common themes with textual evidence. ● How to explain author's purpose in informative texts. ● How to use correct grammar skills. ● How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Writing informative essays. 	

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

- How to create and present to peers.

Evidence

Evaluative Criteria	Assessment Evidence
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs/essays describing an opinion supported with textual evidence in groups and independently. • Brainstorm inferences about a text. • Peer edit each other's writing and then finish with teacher edit. • Compare and contrast two character's points of view from a text in an informative paragraph/essay. • Identify what events caused certain outcomes in a text and write an informative paragraph/essay. • Identify a problem found in a text and present a possible solution to the problem in an informative paragraph/essay. • Work in collaborative groups or individually to determine theme of a text together and present findings to class with supporting textual evidence. • Write a collaborative essay explaining the theme of a text and how conflict, characters, setting, and plot demonstrate that theme. • Independently determine the theme of a text and use textual evidence to support. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text and determine between the actual meaning of a word (denotative) to the emotional meaning of a word (connotative). • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital informative text. • Read and summarize main ideas from an informative text. • Analyze specific lines from informational and literary texts and recognize their meaning to the overall text. • Watch a movie version of a text and compare and contrast the two versions.
Paragraph Writing Checklist	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>

KPBSD ELA CURRICULUM

8TH GRADE UNIT 2

Vocabulary		
Textual Evidence Quote Paraphrase Connotation	Denotation Inference Analysis	Fact Opinion Text Dependent Analyze (TDA)
Technology Skills		
<p>I can...</p> <ul style="list-style-type: none"> • Use the home row and accurately type 40 words or more per minute using proper techniques. • Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places. • Apply existing knowledge to emerging technology. • Use spell and grammar proofing and thesaurus functions of a word processing program. • Transfer text, graphics, and charts from one document to another. • Use the Internet to find information in an efficient way. • Backup files on storage medium. • Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.). • Use headers and footers. • Use advanced keyword searches and choose relevant sources when creating a product. • Explain plagiarism and behave in an ethical manner. • Use digital tool collaboratively. • Be respectful when discussing similarities and differences to solve problems. • Work on improving productive participation in partner or group tasks and projects. 		

KPBSD ELA CURRICULUM

8TH GRADE UNIT 3

Desired Results

Desired Results		
<p>STABLISHED GOALS/STANDARDS</p> <p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • W7: Conduct Research • W8: Gather Information • L6: Use grade-appropriate language <p>RL6: Analyze author’s purpose with different point of view.</p> <ul style="list-style-type: none"> • RL5: Analyze structure of a text <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RI4: Determine the meaning of words • RI5: Analyze structure of paragraphs • RI6: Determine author’s purpose <p>RI8: Delineate and evaluate arguments and claims</p> <ul style="list-style-type: none"> • RI2: Determine central idea and subtopics • RI5: Analyze structure of paragraphs • RI7: Evaluate different mediums • SL3: Evaluate soundness of reasoning <p>RI9: Analyze texts providing conflicting info</p> <ul style="list-style-type: none"> • RI3: Analyze connections • RI6: Determine author’s purpose <p>SL4: Presentations</p> <ul style="list-style-type: none"> • SL1: Collaborative discussions • SL2: Analyze the purpose of information <p>SL5: Integrate multimedia and visual displays</p> <ul style="list-style-type: none"> • SL6: Adapt speech to a variety of context and task <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language 	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write an effective argument. • Explain how textual evidence supports an opinion/argument. • Determine the difference in author's purposes from similar informational texts and evaluate their effectiveness. • Use correct grammar skills. • Use collaborative skills. • Create and present to peers. 	
	Meaning	
	<p style="text-align: center; font-weight: bold;">ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Writing a strong argumentative paragraph and essay requires textual evidence to support the conclusion. • Word choice can affect the overall message of a text in reading and writing. • Determining the author’s purpose directly relates to the central idea of the informational text and word choice chosen. 	<p style="text-align: center; font-weight: bold;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • How is textual evidence used effectively? • How do authors purposes vary on the same topic? • How are words used to influence meaning? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)? • What skills are needed to effectively argue a point?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write an effective argument. • How to explain how textual evidence supports an opinion/argument. • How to determine the difference in author's purposes from similar informational texts and evaluate their effectiveness. • How to use correct grammar skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing an argumentative essay. 	

KPBSD ELA CURRICULUM

8TH GRADE UNIT 3

L2: Capitalization, Spelling, & Punctuation	<ul style="list-style-type: none"> • How to use collaborative skills. • How to create and present to peers. 	
Evidence		
Evaluative Criteria	Assessment Evidence	
District and Teacher Rubrics	PERFORMANCE TASK(S): <ul style="list-style-type: none"> • Write paragraphs and essays describing an opinion, supported with textual evidence from multiple sources in groups and independently. • Brainstorm multiple positions to a controversial issue. • Compare arguments from multiple authors on similar topics. • Peer edit each other's writing and then finish with teacher edit. • Work in collaborative groups to determine the effectiveness of word choice in informational texts and present findings to class with supporting evidence. • Independently determine the effectiveness of an argument. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences for informational texts. • Explain connotative (emotional) meaning of words from informational texts. • Summarize the main events from a text. • Recognize main character's similarities between texts both literary and informational. • Create and present a digital presentation of an argument with textual evidence from multiple sources. • Take notes from a digital source. • Compare a written speech to its delivery. 	
Paragraph Writing Checklist	OTHER EVIDENCE: Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)	
Vocabulary		
Persuasion Ethos Pathos Logos	Argument Fact Opinion	Supporting Evidence Claim Text dependent analysis (TDA)

KPBSD ELA CURRICULUM

8TH GRADE UNIT 3

Technology Skills

I can...

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Explain and use a hyperlink within my work.
- Use the Internet to find information in an efficient way.
- Produce a multimedia product.
- Backup files on storage medium.
- Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
- Use headers and footers.
- Use advanced keyword searches and choose relevant sources when creating a product.
- Develop and use criteria to evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and behave in an ethical manner.
- Be respectful when discussing similarities and differences to solve problems.
- Use digital tools collaboratively.

KPBSD ELA CURRICULUM

8TH GRADE UNIT 4

Desired Results

<p>ESTABLISHED GOALS/STANDARDS</p> <p>RL6: Analyze Author’s Purpose</p> <ul style="list-style-type: none"> • L4: Determine/clarify meaning of unknown words • L5: Figurative language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL4: Determine the meaning of words <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology <p>L2: Capitalization, Spelling, & Punctuation</p> <p>SL4: Presentations</p> <ul style="list-style-type: none"> • SL1: Collaborative discussions • SL6: Adapt speech <p>SL5: Integrate multimedia and visual displays</p> <ul style="list-style-type: none"> • SL6: Adapt speech to a variety of context and tasks 	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write a narrative story with developed story elements. • Use figurative language in poetry. • Use textual evidence to support a conclusion about poetry. • Use correct grammar skills. • Use collaborative skills. • Create and present to peers. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writing a strong narrative short story or poem requires the use of figurative language to support the conclusion. • Using figurative language enhances a piece of writing. • Using textual evidence in poetry supports a conclusion. • Figurative language enhances their meaning in writing. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What are the story elements? • How do elements of a story interact? • How do authors use figurative language? • How do authors create tone? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write a narrative story with developed story elements. • How to use figurative language in poetry. • How to use textual evidence to support a conclusion about poetry. • How to use correct grammar skills. • How to use collaborative skills. • How to create and present to peers. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing narrative short stories and poetry. 	
Evidence		
Evaluative Criteria	Assessment Evidence	

KPBSD ELA CURRICULUM

8TH GRADE UNIT 4

Creative Writing Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write a poem mimicking the structure of a famous poem (i.e. I’m Just by EE Cummins) in groups and independently. • Brainstorm multiple ideas from a creative writing prompt. • Peer edit each other's writing and then finish with teacher edit. • Recognize the structure of a poem and understand how it affects meaning. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Create multiple styles of poems with figurative language. • Create at least one short story with all five story elements. • Present at least one piece of creative writing using some digital source.
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Vocabulary

Exposition Theme Setting Plot Rising Action	Falling Action Resolution Conflict Simile Metaphor	Personification Figurative Literal Text Dependent Analysis (TDA)
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Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> • Use the home row and accurately type 40 words or more per minute using proper techniques. • Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places. • Apply existing knowledge to emerging technology. • Conduct research and compose a report using advanced formatting skills. • Use spell and grammar proofing and thesaurus functions of a word processing program. • Transfer text, graphics, and charts from one document to another. • Use the Internet to find information in an efficient way. • Produce a multimedia product. • Backup files on storage medium. • Use headers and footers. • Use advanced keyword searches and choose relevant sources when creating a product. • Use digital tools collaboratively.
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