Unit 1-4 Language Arts Portfolio

Content Area: **Language Arts**
Course(s): **E/LA 8**
Time Period: **Marking Period 1**
Length: **MP1-4**
Status: **Published**

Essential Questions

- How am I growing as a reader and writer?
- How can my performance be improved?

Big Ideas

Anchor Standards

AS.R.10 Readers should continually challenge themselves to explore new literature and information text at increasingly complex levels.

AS.W.10 Writers should continue to improve their craft through short reflections and long-term projects.

AS.L.1-2 Demonstrating a command of Standard English is an essential life skill.

AS.L.3 The function of the use of language varies based on context.

AS.L.4-6 Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: Self-selected readings spanning an array of genres

Core Writing: Writer's and reader's notebook responses, and collection of best works

Technology: Google Platform, online collaboration, peer feedback, revision

CSDT Technology Connection

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Enduring Understandings

Literature

L.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RL.CT.8.8 [M] Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

Writing

W.IW.8.2 [M] Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.8.2a [M] Introduce a topic clearly, previewing what is to follow and organize ideas, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aid in comprehension.

W.IW.8.2b [M] Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.IW.8.2c [M] Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.IW.8.2d [M] Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

W.IW.8.2e [M] Establish and maintain a formal style/academic style, approach, and form.

W.IW.8.2f [M] Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports synthesize the information or explanation presented.

W.RW.8.7 [M] Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.ES.8.3 [M] Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.8.2c [M] Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a

state contrary to fact).