

# Unit 1-4a Language Arts Portfolio

Content Area: **Language Arts**  
Course(s): **Lang. Arts 8 ACC**  
Time Period: **Marking Period 1**  
Length: **MP1-4**  
Status: **Published**

## Essential Questions

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

## Big Ideas

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### 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, revision, online collaboration, electronic portfolio

## Technology Connection

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

## Enduring Understandings

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### Literature

RL.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.

### Informational Text

RI.CT.8.8 [M] Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### 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.AS.8.6 [M] Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

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).

L.VL.8.3 [M] Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.