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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 8th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations | | | | | | RWC10-GR.8-S.1-GLE.1 |
| 1. A variety of response strategies clarifies meaning or messages | | | | | | RWC10-GR.8-S.1-GLE.2 |
| 1. Reading for All Purposes | 1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment | | | | | | RWC10-GR.8-S.2-GLE.1 |
| 1. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment | | | | | | RWC10-GR.8-S.2-GLE.2 |
| 1. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts | | | | | | RWC10-GR.8-S.2-GLE.3 |
| 1. Writing and Composition | 1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality | | | | | | RWC10-GR.8-S.3-GLE.1 |
| 1. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality | | | | | | RWC10-GR.8-S.3-GLE.2 |
| 1. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document | | | | | | RWC10-GR.8-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures | | | | | | RWC10-GR.8-S.4-GLE.1 |
| 1. Common fallacies and errors occur in reasoning | | | | | | RWC10-GR.8-S.4-GLE.2 |
| 1. Quality reasoning relies on supporting evidence in media | | | | | | RWC10-GR.8-S.4-GLE.3 |
| **Colorado 21st Century Skills** | | **Text Complexity** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |