

English Language Arts Grade 8 Year Plan Sample

Time Frame and Unit Type	Context, Theme, and Big Ideas	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect Focus	Resources	Division ELA Assessments
September – October (approx. 8 weeks) Multi-genre Thematic	<p><u>Context:</u> Personal and Philosophical</p> <p><u>Theme:</u> Becoming Myself</p> <p><u>Big Idea:</u> What can we celebrate about ourselves? How can we discover our unique qualities and talents? How can we use and share our unique qualities and talents? How did we get to be who we are?</p>	<p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity.</p> <p>CR8.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p> <p>CR8.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm meaning.</p> <p>CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values, and biases, stereotypes, or prejudices.</p>	<p>CC8.1 Create various visual, oral, written, and multimedia texts that explore identity.</p> <p>CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC8.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</p>	<p>AR8.1 Use information gathered in self-assessment and teacher’s assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.</p> <p>AR8.2 Appraise own and others’ work for clarity, correctness, and variety.</p>	<p>Crossroads 8 Nelson Literacy 8 Various novels at TRC or school library (see Additional Resource list)</p>	

		<p>CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p> <p>CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.</p> <p>CR8.8 Read grade 8 appropriate texts to increase fluency and expression.</p>	<p>CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions.</p> <p>CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.</p> <p>CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.</p> <p>CC8.9 Experiment with a variety of text forms and techniques.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • exit slip • comprehension check-in • listening activity • viewing activity • performance task 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conversations • conferences • personal story or anecdote • representation of self/learning 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • goal setting sheet • tracking progress 		
<p>November – December (approx. 8 weeks)</p>	<p><u>Context:</u> Communicative</p> <p><u>Theme:</u> Burning</p>	<p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address efficacy.</p>	<p>CC8.1 Create various visual, oral, written, and multimedia texts that explore efficacy.</p>	<p>AR8.1 Use information gathered in self-assessment and</p>	<p>Crossroads 8 Identities 8 Literacy in Action – On The Edge</p>	

<p>Inquiry or Interdisciplinary</p>	<p>Questions</p> <p><u>Big Idea:</u> Why do people ask questions? Why do you ask questions? What is a good question? What is the best question you have ever asked? What is the hardest question you have ever tried to answer? What are some purposes of questions? What are some “burning questions” that inventors and discoverers have followed? To what “burning question” do you want to find the answer? How will you do it?</p>	<p>CR8.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p> <p>CR8.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm meaning.</p> <p>CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values, and biases, stereotypes, or prejudices.</p> <p>CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts to evaluate the purpose, message, point of view,</p>	<p>CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC8.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</p> <p>CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions.</p>	<p>teacher’s assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.</p> <p>AR8.2 Appraise own and others’ work for clarity, correctness, and variety.</p>	<p>-Time Will Tell Websites</p>	
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		<p>craft, values, and biases, stereotypes, or prejudices.</p> <p>CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.</p> <p>CR8.8 Read grade 8 appropriate texts to increase fluency and expression.</p>	<p>CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.</p> <p>CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.</p> <p>CC8.9 Experiment with a variety of text forms and techniques.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • exit slip • comprehension check-in • listening activity • viewing activity • performance task 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conversations • conferences • inquiry presentation of findings • multi-media representation 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • goal setting sheet • tracking progress 		
<p>January – February (approx. 8 weeks)</p> <p>Multi-genre Thematic</p>	<p><u>Context:</u> Social, Cultural, and Historical</p> <p><u>Theme:</u> Heroes and Idols</p> <p><u>Big Idea:</u> How do we create heroes and idols? How do heroes</p>	<p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address social responsibility and efficacy.</p> <p>CR8.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p>	<p>CC8.1 Create various visual, oral, written, and multimedia texts that explore social responsibility and efficacy.</p> <p>CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC8.3 Select and use the</p>	<p>AR8.1 Use information gathered in self-assessment and teacher’s assessment to develop and work on goals for improving viewing, listening, reading, representing,</p>	<p>Literacy in Action Heroes and Idols</p> <p>Newspapers, websites, magazines.</p>	

	<p>make a difference? What qualities do heroes have? What is the difference between a hero and an idol? Can a hero go unnoticed? Who are heroes?</p>	<p>CR8.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm meaning.</p> <p>CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.</p> <p>CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p> <p>CR8.7 Read independently and demonstrate comprehension of a variety of information texts</p>	<p>appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC8.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</p> <p>CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions.</p> <p>CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.</p>	<p>speaking, and writing.</p> <p>AR8.2 Appraise own and others' work for clarity, correctness, and variety.</p>		
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		<p>including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.</p> <p>CR8.8 Read grade 8 appropriate texts to increase fluency and expression.</p>	<p>CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.</p> <p>CC8.9 Experiment with a variety of text forms and techniques.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • exit slip • comprehension check-in • listening activity • viewing activity • performance task 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conversations • conferences • biography • mulit-media representation • resume and cover letter 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • goal setting sheet • tracking progress 		
<p>March – April (approx. 8 weeks)</p> <p>Multi-genre Thematic</p>	<p><u>Context:</u> Imaginative and Literary</p> <p><u>Theme:</u> Timeless Narratives of the First Nations and Greek Peoples</p> <p><u>Big Idea:</u> What makes a “great” story? How can stories from other places and times teach us about ourselves?</p>	<p>CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity.</p> <p>CR8.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p> <p>CR8.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm</p>	<p>CC8.1 Create various visual, oral, written, and multimedia texts that explore identity.</p> <p>CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p>CC8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p>	<p>AR8.1 Use information gathered in self-assessment and teacher’s assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.</p> <p>AR8.2 Appraise own and others’</p>	Ministry Model Unit	

	<p>Our environment? What lessons can we learn about ourselves and others through these stories? What lessons can we learn about human nature? What lessons can we learn about the meaning of life?</p>	<p>meaning.</p> <p>CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values, and biases, stereotypes, or prejudices.</p> <p>CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p> <p>CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing</p>	<p>CC8.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</p> <p>CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions.</p> <p>CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.</p> <p>CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of</p>	<p>work for clarity, correctness, and variety.</p>		
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		any biases or false reasoning. CR8.8 Read grade 8 appropriate texts to increase fluency and expression.	findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review. CC8.9 Experiment with a variety of text forms and techniques.			
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May – June (approx. 8 weeks) Multi-genre Thematic	<u>Context:</u> Environmental and Technological <u>Theme:</u> Cyber Sense <u>Big Idea:</u> How does the Internet influence us? How does technology influence storytelling? What technology do we take for granted? What are some of the most recent developments in technology? What are some	CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address social responsibility. CR8.2 Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading. CR8.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to confirm meaning. CR8.4 View critically and demonstrate comprehension of a variety of visual and	CC8.1 Create various visual, oral, written, and multimedia texts that explore social responsibility. CC8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts. CC8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. CC8.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues	AR8.1 Use information gathered in self-assessment and teacher’s assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing. AR8.2 Appraise own and others’ work for clarity, correctness, and variety.	Literacy in Action Cyber Sense	DRA

	<p>unintended consequences of these developments? How can technology be used for good and bad? How does technology impact our environment?</p>	<p>multimedia to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.</p> <p>CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values, and biases, stereotypes, or prejudices.</p> <p>CR8.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.</p> <p>CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.</p> <p>CR8.8 Read grade 8 appropriate texts to increase fluency and</p>	<p>to construct and to communicate meaning.</p> <p>CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain, to persuade, and to entertain.</p> <p>CC8.6 Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions.</p> <p>CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.</p> <p>CC8.8 Write to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a</p>			
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		expression.	review.			
			CC8.9 Experiment with a variety of text forms and techniques.			
		Possible Assessment Evidence: <ul style="list-style-type: none"> • conferences • exit slip • comprehension check-in • listening activity • viewing activity • performance task 	Possible Assessment Evidence: <ul style="list-style-type: none"> • conversations • conferences • mini debate and review • mulit-media representation 	Possible Assessment Evidence: <ul style="list-style-type: none"> • conferences • goal setting sheet • tracking progress 		

Resources:

*Please refer to the Ministry Core and Additional Resource list for resources approved for your grade.

**The TRC has many context kits and other resources.