

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 8 LANGUAGE ARTS 2019

(Last revision date: 2017)

Curriculum Writing Team

**Emma Balter
Lisa Ryan**

**English Language Arts Team Leader, Madison Middle School
English Language Arts Team Leader, Hillcrest Middle School**

**Allison Baker
Kathleen Belmont
Crystal Bogos
Jodi Netting**

**Language Arts Teacher, Hillcrest Middle School
Special Education Teacher, Hillcrest Middle School
Language Arts Teacher, Hillcrest Middle School
Language Arts Teacher, Madison Middle School**

Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

Grade 8 Language Arts Table of Contents

| | |
|--|----|
| Core Values and Beliefs | 2 |
| Introduction & Philosophy | 2 |
| Course Goals | 2 |
| Course Enduring Understandings | 6 |
| Course Essential Questions | 7 |
| Course Knowledge & Skills | 7 |
| Unit 1: What Makes a Good Story Meaningful? | 10 |
| Unit 2: Looking Ahead: School-to-Career Mini-Unit | 13 |
| Unit 3: Analyzing and Interpreting Historical Facts | 16 |
| Unit 4: Studying the Importance of Family and Faith in Our Lives | 19 |
| Unit 5: Reviewing Writing and Language Skills and Analysis | 23 |
| Unit 6: Analyzing the Impact of Society’s Traditions and Rules | 27 |
| Unit 7: Understanding the Big Idea | 30 |
| Assured Student Performance Rubrics | 33 |

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Grade 8 Language Arts is a full-year course. Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities. Other media, such as film, art, and music, are also integrated within units of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own writing. Students develop their writing skills as they engage in the processes of writing, and conventions of writing are integrated into all writing units.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school language arts teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.8.1/RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

| | |
|----------------------------------|--|
| CCS.ELA-Literacy.RL.8.2/RI.8.2 | Use particular details to determine a theme or central idea of a text and to analyze how it is developed over the course of the text, including its relationship to characters, setting, plot, and/or supporting ideas; summarize the text. |
| CCS.ELA-Literacy.RL.8.3/RI.8.3 | Analyze how ideas and themes develop and evolve over the course of a text via particular incidents in the text or particular connections among or distinctions between individuals, ideas, or events. |
| CCS.ELA-Literacy.RL.8.4/RI.8.4 | Understand the choices the author makes in words, sentences, and paragraph structure, including analogies or allusions to other texts, and how these choices contribute to the meaning and purpose of the text. |
| CCS.ELA-Literacy.RL.8.5/RI.8.5 | Understand the choices the author makes in paragraph, chapter, or section structure of two or more texts and how these choices contribute to the meaning and purpose of each text. |
| CCS.ELA-Literacy.RL.8.6/RI.8.6 | Explain how an author develops the point of view of each narrator or speaker of a text, including how a particular point of view is distinguished from others, including that of the audience or reader, and the effects of the differences in points of view. |
| CCS.ELA-Literacy.RL.8.7/RI.8.7 | Analyze different media to compare, contrast, and evaluate ideas presented in texts and the different techniques used to convey and create those ideas. |
| CCS.ELA-Literacy.RI.8.8 | Understand and evaluate the arguments and claims presented in texts and analyze the supporting details. |
| CCS.ELA-Literacy.RL.8.9/RI.8.9 | Compare and contrast ideas and structures of texts in different forms or genres, including a fiction text and a myth, traditional story, or religious work treating the same topic. |
| CCS.ELA-Literacy.RL.8.10/RI.8.10 | Read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, at the high end of the grades 6-8 text complexity band independently and proficiently. |

| | |
|-------------------------|---|
| CCS.ELA-Literacy.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| CCS.ELA-Literacy.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| CCS.ELA-Literacy.W.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| CCS.ELA-Literacy.W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| CCS.ELA-Literacy.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| CCS.ELA-Literacy.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| CCS.ELA-Literacy.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| CCS.ELA-Literacy.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CCS.ELA-Literacy.W.8.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time |

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCS.ELA-Literacy.SL.8.3

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

CCS.ELA-Literacy.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.8.3

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

CCS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8

reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COURSE ENDURING UNDERSTANDINGS

Reading

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

Writing

Students will understand that . . .

- each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
- the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
- effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

Speaking & Listening

Students will understand that . . .

- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker's argument/reasoning and determine relevance.

COURSE ESSENTIAL QUESTIONS

Reading

- How does a reader come to understand and appreciate what he/she reads?
- How does reading make me a better writer?
- What do reading and writing in all their forms teach us about life and being human?
- How do I unlock the power of words?

Writing

- How do I effectively use the writing process?
- How does reading a variety of genres enhance my writing?
- What strategies can I use to write more effectively?
- How do I gather and use information to support my thinking and writing?

Speaking & Listening

- How do I listen?
- How do I orally communicate ideas effectively to various audiences?
- How do I engage in collaborative discussion?
- How do I evaluate a speaker's argument and reasoning?

COURSE KNOWLEDGE & SKILLS

Reading

Students will understand . . .

- the elements of fiction and nonfiction.
- the use of figurative language and connotative meaning.
- the impact of tone, word choice, and point of view on meaning.
- the varieties of text structures.
- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .

- cite text evidence to support their analysis of a work.
- analyze the use of key details in informational text.
- describe the development of plot and character in a work.
- determine the theme/central idea of a work.
- summarize text.
- analyze elements of a given text structure.
- determine word meaning.
- distinguish fact from opinion.

- compare and contrast elements of different genres and media.
- analyze the use of text features.
- integrate information from different sources.
- evaluate claims and supporting details.

Writing

Students will understand . . .

- the steps of process writing.
- the parts of an essay.
- the organizational structures and strategies for different types of writing.
- effective strategies to build fluency, elaboration, clarity, and interest.
- the use of figurative language.
- accurate and logical evidence necessary for elaboration of a topic.
- the characteristics of different genres.
- the various types of media used for comparative study.
- key academic vocabulary.

Students will be able to . . .

- introduce and support claims.
- acknowledge alternate or opposing claims.
- establish and maintain formal style.
- produce and develop writing mindful of task, purpose, and audience.
- use transitions.
- elaborate in a variety of ways.
- use precise language.
- conduct research.
- gather reliable information from reliable sources.
- paraphrase information.
- cite and document information according to MLA guidelines.
- peer-edit, self-edit, and revise their writing.
- publish writing.

Speaking & Listening

Students will understand . . .

- collaborative group discussion as an opportunity to express ideas and gain insights and new understandings from others.
- viewing and listening to recordings as other ways to gather information and extend learning of a topic, text, or issue under study.
- organization, elaboration, and strategies necessary for effective communication of ideas in presentations.
- the use of visual displays and multimedia components to enhance presentations.

Students will be able to . . .

- participate in collaborative learning groups.

- prepare for collaborative discussion by completing required reading and/or written work that supports the focus of discussion and collaboration and/or their role(s) in that discussion/ group work.
- participate in group collaboration by posing and responding to questions with relevant and meaningful responses.
- present information in both formal and informal settings.
- produce and develop presentations mindful of task, purpose, and audience.
- interpret information presented by their peers, recordings, videos, and other multimedia.
- use appropriate eye contact, adequate volume, and clear pronunciation.
- include multimedia components and visual displays in their presentations.

UNIT 1

What Makes a Good Story Meaningful?

Unit Goals

At the completion of this unit, students will:

| | |
|-------------------------|--|
| CCS.ELA-Literacy.RL.8.1 | Support textual understandings with the strongest, most compelling details from the text. |
| CCS.ELA-Literacy.RL.8.2 | Identify themes of several short stories and how they are developed through the texts' plots, settings, and characters. |
| CCS.ELA-Literacy.W.8.2 | Publish a multi-paragraph informative essay focused on using text evidence to present a claim about a theme of one of the short stories read. |
| CCS.ELA-Literacy.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| CCS.ELA-Literacy.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| CCS.ELA-Literacy.SL.8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| CCS.ELA-Literacy.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCS.ELA-Literacy.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCS.ELA-Literacy.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCS.ELA-Literacy.L.8.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 |

reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How can I best analyze a short story / novella?
- What does being in control of one's life really mean?

Scope and Sequence

- Reviewing the major elements of fiction: plot, setting, character, and theme
- Using mentor texts to study craft techniques and to apply them in text analysis
- Reading, annotating, and discussing short texts to analyze literary elements, in particular based on analysis of textual evidence
- Reading closely to develop character
- Developing strategies to create a claim
- Writing short analytical responses to focused text-based questions
- Reviewing elements of analytical writing via mentor texts and models
- Finding and unpacking compelling text evidence
- Demonstrating command of language conventions in both writing and speaking

Assured Assessments

Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessment:

Students will annotate short texts read, providing evidence of the students' ability to analyze specific text details. Teachers will provide feedback on students' annotations via checklists and written/oral commentary.

Summative Assessment:

Each student will publish an analytical essay focused on using text evidence to present a claim about a character in *The Outsiders*. The essay should include and explain relevant evidence from the text. A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 language arts teachers at both middle schools.

Resources

* All teachers will teach the two core short stories and the core novel. Each teacher will also

select one supplemental short story.

Core

- Calkins, Lucy. *Writing About Reading: From Reader's Notebooks to Companion Books* (Grade 7, Unit 2). *Units of Study in Argument, Informational, and Narrative Writing*. Portsmouth, NH: Heinemann, 2013. Print.
- *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.
- Hinton, S.E. *The Outsiders*.

Supplemental

- Teacher-selected poetry to complement short stories read.
- Bagdasarian, Adam. "Popularity."
- Bradbury, Ray. "The Town Where No One Got Off."
- Connell, Richard. "The Most Dangerous Game."
- Dahl, Roald. "The Landlady."
- Jackson, Shirley. "The Possibility of Evil."
- Lessing, Doris. "Through the Tunnel."
- Stockton, Frank R. "The Lady, or the Tiger?"

Time Allotment

- Approximately seven weeks

UNIT 2

Looking Ahead: School-to-Career Mini-Unit

Unit Goals

At the completion of this unit, students will:

| | |
|--------------------------------|--|
| CCS.ELA-Literacy.RL.8.1/RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCS.ELA-Literacy.RL.8.7/RI.8.7 | Analyze different media to compare, contrast, and evaluate ideas presented in texts and the different techniques used to convey and create those ideas. |
| CCS.ELA-Literacy.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| CCS.ELA-Literacy.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| CCS.ELA-Literacy.SL.8.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| CCS.ELA-Literacy.SL.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| CCS.ELA-Literacy.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCS.ELA-Literacy.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCS.ELA-Literacy.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCS.ELA-Literacy.L.8.4 | Determine or clarify the meaning of unknown and |

multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How do my natural talents and interests lead me in exploring potential careers?
- What sources of information aid my research regarding careers?

Scope and Sequence

- Exploring career options through Naviance
- Choosing and attending Career Night presentations
- Researching selected career using and documenting multiple sources of information
- Orally presenting information to classmates about selected career
- Completing a written reflection regarding the information gathered and the process used

Assured Assessments

Student performance on the following assessments will be included in the Trimester 1 report card.

Formative Assessment:

Students will complete an online Naviance survey.

Students will prepare notecards and a Works Referenced page following MLA documentation format.

Students will complete a written reflection after their attendance at Career Night.

Summative Assessment:

Each student will prepare and deliver a slide presentation of his/her selected career. A common rubric will be used to assess the presentation, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 language arts teachers at both middle schools.

Resources

Core

- Naviance survey
- Print and electronic career information
- Career Night speaker presentations

Supplemental

- Career-based interviews

Time Allotment

- Approximately three weeks

UNIT 3

Analyzing and Interpreting Historical Facts

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------------|---|
| CCS.ELA-Literacy.RL.8.1/RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCS.ELA-Literacy.RI.8.8 | Understand and evaluate the arguments and claims presented in texts and analyze the supporting details. |
| CCS.ELA-Literacy.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| CCS.ELA-Literacy.W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| CCS.ELA-Literacy.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| CCS.ELA-Literacy.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| CCS.ELA-Literacy.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| | |
|------------------------|--|
| CCS.ELA-Literacy.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCS.ELA-Literacy.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCS.ELA-Literacy.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCS.ELA-Literacy.L.8.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| CCS.ELA-Literacy.L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCS.ELA-Literacy.L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Unit Essential Questions

- How does a guiding question guide research?
- How can I use information and questioning to develop a thesis statement?
- How can I locate and present information relevant to an era's impact on society?
- How do certain individuals, events, and/or ideas come to impact society?

Scope and Sequence

- Developing ideas and insights about a historical topic
- Reviewing advanced research skills
- Researching a historical topic
- Reviewing advanced MLA documentation format
- Drawing conclusions and final thoughts on researched information, and developing a thesis for use in a multi-paragraph informative essay
- Organizing strong research evidence in a multi-paragraph informative essay written in a formal style, revising and editing content based on peer and teacher feedback, and publishing the informative essay based on MLA documentation format, including parenthetical citations

Assured Assessments

Student performance on the following assessments will be included in the Trimester 2 report card.

Formative Assessment:

Students will develop a clear and focused thesis statement on the topic of choice.

Students will develop a personal action plan to guide their research process and written essay. Students will select trustworthy and reliable source materials to complete notecards and a Works Referenced page following MLA documentation format.

Summative Assessment:

Each student will plan, draft, revise, and publish a formal research-based informational essay. A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 language arts teachers at both middle schools.

Resources

Core

- Print and electronic sources related to the topic of choice
- *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Supplemental

- Interviews and online resources related to the topic of choice
- Catton, Bruce. “The Restless Decade” adapted. Print.

Time Allotment

- Approximately three weeks

UNIT 4

Studying the Importance of Family and Faith in Our Lives

Unit Goals

At the completion of this unit, students will:

| | |
|--------------------------------|--|
| CCS.ELA-Literacy.RL.8.1/RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCS.ELA-Literacy.RL.8.2/RI.8.2 | Use particular details to determine a theme or central idea of a text and to analyze how it is developed over the course of the text, including its relationship to characters, setting, plot, and/or supporting ideas; summarize the text. |
| CCS.ELA-Literacy.RL.8.3/RI.8.3 | Analyze how ideas and themes develop and evolve over the course of a text via particular incidents in the text or particular connections among or distinctions between individuals, ideas, or events. |
| CCS.ELA-Literacy.RL.8.4/RI.8.4 | Understand the choices the author makes in words, sentences, and paragraph structure, including analogies or allusions to other texts, and how these choices contribute to the meaning and purpose of the text. |
| CCS.ELA-Literacy.RL.8.6/RI.8.6 | Explain how an author develops the point of view of each narrator or speaker of a text, including how a particular point of view is distinguished from others, including that of the audience or reader, and the effects of the differences in points of view. |
| CCS.ELA-Literacy.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| CCS.ELA-Literacy.W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| CCS.ELA-Literacy.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess |
| Grade 8 Language Arts | Property of Trumbull Public Schools |

| | |
|-------------------------|---|
| | the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| CCS.ELA-Literacy.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CCS.ELA-Literacy.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| CCS.ELA-Literacy.SL.8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| CCS.ELA-Literacy.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCS.ELA-Literacy.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCS.ELA-Literacy.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCS.ELA-Literacy.L.8.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| CCS.ELA-Literacy.L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCS.ELA-Literacy.L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Unit Essential Questions

- How do family and faith affect human resiliency?
- What are the perils of indifference?
- What are our responsibilities in building better communities and a better world?
- How do people use different lenses to view the world?
- How can I develop and support my claims and counterclaims in a cohesive and organized

manner?

- How can I prioritize relevant information to effectively support a claim?

Scope and Sequence

- Reading and discussing Brown's *Boys in the Boat* or Wiesel's *Night* in both small and large groups
- Analyzing central themes of the selected text and other supporting texts, and their development
- Series of seven nonfiction author craft and theme lessons from *The Literary Essay: Analyzing Craft and Theme*
- Incorporating and expanding upon text evidence to support claim
- Clarifying relationships between evidence and ideas
- Framing essays with relevance and context: introductions and conclusions
- Organizing strong text evidence in a multi-paragraph literary essay, revising and editing content based on peer and teacher feedback, and publishing the essay based on MLA documentation format, including parenthetical citations

Assured Assessments

Student performance on the following assessments will be included in the Trimester 2 report card.

Formative Assessment:

Students will complete reader responses in their reader's notebooks.

Students will complete periodic reading checks.

Students will engage in collaborative discussions.

Students will collect significant text evidence to support theme.

Students will draft an author's craft-based claim for the selected work.

Students will use the universal checklist to guide their written work.

Summative Assessment:

Each student will plan, draft, revise, and publish a literary essay focused on the use of author's craft within the selected work. A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 language arts teachers at both middle schools.

Resources

Core

- Brown, Daniel James. *Boys in the Boat (Young Readers Adaptation): The True Story of an American Team's Epic Journey to Win Gold at the 1936 Olympics*. New York: Puffin, 2015. Print.
- Calkins, Lucy. *The Literary Essay: Analyzing Craft and Theme (Grade 8, Unit 2). Units of Study in Argument, Informational, and Narrative Writing*. Portsmouth, NH: Heinemann, 2013. Print.
- *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

- Wiesel, Elie. *Night*. New York: Hill, 2006. Print.

Supplemental

- Print and online resources related to the selected text
- Teacher-selected videos, photographs, and art

Time Allotment

- Approximately seven weeks

UNIT 5

Reviewing Writing and Language Skills and Analysis

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------------|--|
| CCS.ELA-Literacy.RL.8.1/RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCS.ELA-Literacy.RL.8.2/RI.8.2 | Use particular details to determine a theme or central idea of a text and to analyze how it is developed over the course of the text, including its relationship to characters, setting, plot, and/or supporting ideas; summarize the text. |
| CCS.ELA-Literacy.RL.8.3/RI.8.3 | Analyze how ideas and themes develop and evolve over the course of a text via particular incidents in the text or particular connections among or distinctions between individuals, ideas, or events. |
| CCS.ELA-Literacy.RL.8.4/RI.8.4 | Understand the choices the author makes in words, sentences, and paragraph structure, including analogies or allusions to other texts, and how these choices contribute to the meaning and purpose of the text. |
| CCS.ELA-Literacy.RL.8.5/RI.8.5 | Understand the choices the author makes in paragraph, chapter, or section structure of two or more texts and how these choices contribute to the meaning and purpose of each text. |
| CCS.ELA-Literacy.RL.8.6/RI.8.6 | Explain how an author develops the point of view of each narrator or speaker of a text, including how a particular point of view is distinguished from others, including that of the audience or reader, and the effects of the differences in points of view. |
| CCS.ELA-Literacy.RL.8.7/RI.8.7 | Analyze different media to compare, contrast, and evaluate ideas presented in texts and the different techniques used to convey and create those ideas. |
| CCS.ELA-Literacy.RI.8.8 | Understand and evaluate the arguments and claims presented in texts and analyze the supporting details. |
| CCS.ELA-Literacy.RL.8.9/RI.8.9 | Compare and contrast ideas and structures of texts in different forms or genres, including a fiction text and a myth, traditional story, or religious work treating the |

same topic.

| | |
|----------------------------------|---|
| CCS.ELA-Literacy.RL.8.10/RI.8.10 | Read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, at the high end of the grades 6-8 text complexity band independently and proficiently. |
| CCS.ELA-Literacy.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| CCS.ELA-Literacy.W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| CCS.ELA-Literacy.W.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| CCS.ELA-Literacy.W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| CCS.ELA-Literacy.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| CCS.ELA-Literacy.W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| CCS.ELA-Literacy.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

| | |
|-------------------------|---|
| CCS.ELA-Literacy.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CCS.ELA-Literacy.W.8.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CCS.ELA-Literacy.SL.8.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| CCS.ELA-Literacy.SL.8.3 | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| CCS.ELA-Literacy.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCS.ELA-Literacy.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCS.ELA-Literacy.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCS.ELA-Literacy.L.8.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| CCS.ELA-Literacy.L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCS.ELA-Literacy.L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Unit Essential Questions

- How can I use the writing process to best convey my ideas?
- How do audience and purpose affect writing?
- How can I maintain the voice and style of another author?
- What are the components of a well-constructed written piece?
- How can I use effective test-taking strategies, including determining what a question is asking

of me?

- How do I apply the conventions of writing correctly?

Scope and Sequence

- Completing multiple drafts of introductions, body paragraphs, and/or conclusions of narrative, informational, and/or argumentative pieces of writing, varying language and style toward adjusted purposes, and applying the conventions of writing properly
- Practicing answering selected-response and constructed-response questions in discrete preparation for the Smarter Balanced assessment

Assured Assessments

Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessment:

Students will complete selected-response and constructed-response questions.

Resources

Core

- *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Supplemental

- Teacher-selected articles, vocabulary, writing, and grammar activities

Time Allotment

- Approximately three weeks

UNIT 6

Analyzing the Impact of Society's Traditions and Rules

Unit Goals

At the completion of this unit, students will:

| | |
|--------------------------------|--|
| CCS.ELA-Literacy.RL.8.1/RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCS.ELA-Literacy.RL.8.2/RI.8.2 | Use particular details to determine a theme or central idea of a text and to analyze how it is developed over the course of the text, including its relationship to characters, setting, plot, and/or supporting ideas; summarize the text. |
| CCS.ELA-Literacy.RL.8.3/RI.8.3 | Analyze how ideas and themes develop and evolve over the course of a text via particular incidents in the text or particular connections among or distinctions between individuals, ideas, or events. |
| CCS.ELA-Literacy.RL.8.4/RI.8.4 | Understand the choices the author makes in words, sentences, and paragraph structure, including analogies or allusions to other texts, and how these choices contribute to the meaning and purpose of the text. |
| CCS.ELA-Literacy.RL.8.6/RI.8.6 | Explain how an author develops the point of view of each narrator or speaker of a text, including how a particular point of view is distinguished from others, including that of the audience or reader, and the effects of the differences in points of view. |
| CCS.ELA-Literacy.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| CCS.ELA-Literacy.W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCS.ELA-Literacy.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| CCS.ELA-Literacy.W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess |
| Grade 8 Language Arts | Property of Trumbull Public Schools |

the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCS.ELA-Literacy.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.8.3

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

CCS.ELA-Literacy.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How does society play a role in influencing our values and beliefs?
- What does it take to stand up for what you know is right?
- How can a novel's themes relate to our own world?
- How do people use different lenses to view the world?
- How does author's craft contribute to the meaning of a story?

Scope and Sequence

- Reading and discussing Lee's *To Kill a Mockingbird* in both small and large groups
- Understanding the power of a symbol in a literary work
- Analyzing central themes of the novel and their development over the course of the text
- Incorporating and expanding upon text evidence to support claim
- Reviewing elements of literary analysis via mentor texts and models
- Understanding the tone of a literary essay
- Organizing strong text evidence in a multi-paragraph literary essay, revising and editing content based on peer and teacher feedback, and publishing the essay based on MLA documentation format, including parenthetical citations

Assured Assessments

Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessment:

Students will annotate text and complete written responses, providing evidence of the students' ability to analyze specific text details and to track thematic threads throughout the novel. Teachers will provide feedback on students' annotations and written responses via checklists and written/oral commentary.

Summative Assessment:

Each student will plan, draft, revise, and publish a literary essay focused on using text evidence to present a claim about a theme in *To Kill a Mockingbird*. The essay should include and explain relevant evidence from the text to support a theme, and discuss symbolism and other craft techniques as they develop and heighten the meaning of the selected theme. A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 8 language arts teachers at both middle schools.

Resources

Core

- Lee, Harper. *To Kill a Mockingbird*. New York: Harper, 1988. Print.

Supplemental

- Teacher and student exemplar literary essays
- Teacher-selected published literary essays

Time Allotment

- Approximately six weeks

UNIT 7

Understanding the Big Idea

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------------|--|
| CCS.ELA-Literacy.RL.8.1/RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCS.ELA-Literacy.RL.8.2/RI.8.2 | Use particular details to determine a theme or central idea of a text and to analyze how it is developed over the course of the text, including its relationship to characters, setting, plot, and/or supporting ideas; summarize the text. |
| CCS.ELA-Literacy.RL.8.3/RI.8.3 | Analyze how ideas and themes develop and evolve over the course of a text via particular incidents in the text or particular connections among or distinctions between individuals, ideas, or events. |
| CCS.ELA-Literacy.RL.8.4/RI.8.4 | Understand the choices the author makes in words, sentences, and paragraph structure, including analogies or allusions to other texts, and how these choices contribute to the meaning and purpose of the text. |
| CCS.ELA-Literacy.RL.8.6/RI.8.6 | Explain how an author develops the point of view of each narrator or speaker of a text, including how a particular point of view is distinguished from others, including that of the audience or reader, and the effects of the differences in points of view. |
| CCS.ELA-Literacy.W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| CCS.ELA-Literacy.W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CCS.ELA-Literacy.SL.8.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| CCS.ELA-Literacy.SL.8.6 | Adapt speech to a variety of contexts and tasks, |

demonstrating command of formal English when indicated or appropriate.

| | |
|------------------------|--|
| CCS.ELA-Literacy.L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCS.ELA-Literacy.L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCS.ELA-Literacy.L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CCS.ELA-Literacy.L.8.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| CCS.ELA-Literacy.L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| CCS.ELA-Literacy.L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Unit Essential Question

- Which theme(s) found in the course literature is(are) most important to society today?

Scope and Sequence

- Reviewing texts, annotations, and notes related to literature studied throughout the year
- Researching modern examples of the themes of that literature
- Choosing a theme common to at least two texts studied during the year
- Reviewing advanced oral presentation skills
- Organizing strong text and research evidence for a technology-enhanced oral presentation, revising and editing content based on peer and teacher feedback, and delivering the presentation to the class
- Demonstrating command of language conventions in both writing and speaking

Assured Assessments

Student performance on the following assessments will be included in the Trimester 3 report card.

Formative Assessment:

Students will collaborate on a group presentation plan.

Summative Assessment:

Grade 8 Language Arts

Working with peers, students will prepare and deliver a slide presentation on the theme(s) of the selected works.

Resources

Core

- prior Grade 8 Language Arts reading selections

Time Allotment

- Approximately five weeks

ASSURED STUDENT PERFORMANCE RUBRICS

- Grade 8 Language Arts Universal Writing Rubric (attached)
- Grade 8 Language Arts Writing Workshop Checklist (attached)

Grade 8 Language Arts Universal Writing Rubric

Name: _____

Date: _____

Essay Assignment: _____

| | | | | |
|-----------------------------------|--|---|--|---|
| Evidence and Elaboration (60%) | Includes a strong claim/thesis that is thoroughly supported and explained with specific evidence from the text. Quotes effectively support thesis. | Includes a specific claim/thesis that is supported and explained with evidence from the text. Quotes support thesis. | Includes a claim/thesis that is generally supported and explained with some evidence from the text. Some ideas and explanations may be incorrect, irrelevant, or redundant. Quotes generally support thesis. | Has an unclear claim/thesis. Claim/thesis is not supported and explained with evidence from the text. Ideas and explanations are lacking. Quotes do not support a thesis. |
| Organization (25%) | All supporting ideas are logically arranged to show development of thought. Transitions are effectively embedded to enhance fluency. | Most supporting ideas are logically arranged to show development of thought. Transitions are embedded to improve fluency. | Supporting ideas are somewhat logically arranged to show development of thought. A lack of transitions interferes with fluency. | The order of supporting ideas is awkward or confusing. Transitions are not present and/or weak. |
| Conventions (10%) | Usage, sentence formation, punctuation, capitalization, and spelling are exemplary. Essay format/parenthetical citations follow proper MLA format. | There are minimal errors in usage, sentence formation, punctuation, capitalization, and spelling. There are few errors in essay format/parenthetical citations. | There are some errors in usage, sentence formation, punctuation, capitalization, and spelling. There are some errors in essay format/parenthetical citations. | There are frequent errors in usage, sentence formation, punctuation, capitalization, and spelling. Several multiple errors in essay format/parenthetical citations or missing altogether. |
| Style (5%) | Word choice is exemplary and appropriate for the assignment, and reflects an awareness of audience. | Word choice is strong and appropriate for the assignment, and reflects an awareness of audience. | Word choice is generally appropriate for the assignment, and reflects an awareness of audience. | Word choice is weak and/or inappropriate for the assignment, and does not reflect an awareness of audience. |

Grade 8 Language Arts Writing Workshop Checklist

| ORGANIZATION | Exceptional | Proficient | Developing | Below Standard |
|---|--------------------|-------------------|-------------------|-----------------------|
| Paper has a clear beginning and ending | | | | |
| Order of ideas helps construct meaning and makes the paper easy to follow | | | | |
| Arrangement helps reader to anticipate content, including headers, paragraphs, images, graphs, etc. | | | | |
| Each paragraph stays on topic and supports the central purpose of the paper | | | | |
| Transitions enhance fluency of paper (connection between ideas/paragraphs, lead-ins to quotes, etc.) | | | | |
| Writing is fluent | | | | |
| EVIDENCE/ELABORATION | Exceptional | Proficient | Developing | Below Standard |
| Purpose (thesis, theme, etc.) of writing piece is easily identifiable | | | | |
| Details are abundant and specific, further supporting the aforementioned purpose | | | | |
| Each detail is explained/discussed and tied to the purpose | | | | |
| Depth of knowledge reflects synthesis, analysis, and audience awareness | | | | |
| STYLE | Exceptional | Proficient | Developing | Below Standard |
| Word choice is strong, appropriate for the assignment, and reflects an awareness of audience (e.g., no contractions for an academic audience, but contractions are more natural in a narrative) | | | | |
| Paper adheres to established writing standards* | | | | |
| CONVENTIONS | Exceptional | Proficient | Developing | Below Standard |
| Mechanics of English are correct (spelling, punctuation, capitalization, grammar, sentence structure) | | | | |
| Paper adheres to MLA research and citation standards** | | | | |
| PROCESS | | | | |
| Final product reveals evidence of revision and editing | | | | |

GRADE: _____

*Typed and double-spaced or 1.5-spaced; Standard font (Times New Roman, Arial, or Courier), 11- or 12-point font; One-inch margin on all sides; One space after periods and other punctuation marks.

**MLA Header on page one only; All pages include last name and page number in upper-right-hand corner of page; Appropriate information is cited, including statistics, direct quotes, facts that are not common knowledge that you didn't previously know, anecdotal support; Parenthetical citations are correctly formatted; Works Cited and/or Works Consulted Page is attached and correctly formatted.