

Select a Course:	Language Arts Grade 8
Teacher:	CORE Language Arts Grade 8
Course:	Language Arts Grade 8
Year:	2016-17
Months:	- All -

August

Grade 8 ELA Literary Elements - Short Stories (O.Henry, Bradbury, etc.)

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
<ul style="list-style-type: none"> The way in which a story is organized helps the reader connect to the author's purpose. The use of literary elements helps a reader understand a story's message. 	<ul style="list-style-type: none"> How is the organization of a short story important in making a connection to the reader? How are literary elements used in developing a reader's understanding of a story? 	<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.5a - Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5b - Use the relationship between particular words to better understand each of the words.</p> <p>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.</p> <p>RL.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.</p> <p>RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>SL.8.1 - Engage effectively in a range</p>	<ul style="list-style-type: none"> Distinguish and identify the five core elements that are most prevalent in a story. Identify: <ul style="list-style-type: none"> o Exposition o conflict o rising action o climax o falling action o resolution Identify the different literary devices used in stories. Analyze how setting contributes to plot Analyze how setting affects characters and mood Determines theme in literary text Identifies figurative language in literary text: <ul style="list-style-type: none"> o alliteration o dialect o hyperbole 	<ul style="list-style-type: none"> Inciting Incident Conflict Rising Action Climax Falling Action Resolution/Denouement Plot Protagonist Antagonist Conflict: Internal & External Setting: Time, Place, Circumstance, Mood Direct Characterization Indirect characterization Irony: Dramatic, Situational, Verbal

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.

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

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.

W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.8.1a - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b - Form and use verbs in the active and passive voice.

L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.6 - Acquire and use accurately

- o idiom
- o irony
- o onomatopoeia
- o paradox
- o symbolism
- o metaphor
- o personification
- o simile

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

L.8.2a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b - Use an ellipsis to indicate an omission.

L.8.2c - Spell correctly.

L.8.3a - 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.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the

high end of grades 6–8 text complexity band independently and proficiently.

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.

SL.8.3 - 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.

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.

SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WIDA.2012.8.2.1 - [Entering ~ Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print \(e.g., posters about character types and themes\)](#)

WIDA.2012.8.2.2 - [Emerging ~ Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print](#)

WIDA.2012.8.2.3 - [Developing ~ Classify examples of literary characters, themes, and plots based on oral descriptions with a partner](#)

WIDA.2012.8.2.4 - [Expanding ~ Find patterns related to literary characters, themes, and plots using graphic organizers with a partner](#)

		<p>WIDA.2012.8.2.5 - Bridging ~ Predict the evolution of literary characters, themes, and plots</p>			
<p>September</p>	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
<p>October</p>	<p>Grade 8 ELA To Kill a Mockingbird</p>				
<p>Enduring Understandings ✕</p> <ul style="list-style-type: none"> Society influences and shapes individuals. One has a responsibility to ensure that all people are treated justly. It takes courage to stand up to prejudice. Coming of age marks the transition from childhood to adulthood. 	<p>Essential Questions ✕</p> <ul style="list-style-type: none"> How do fact & fiction interrelate? How can literature serve as a vehicle for social change using the elements of historical fiction as its basis? What are the benefits and consequences of questioning/challenging social order? What is one's responsibility in taking a stand against prejudice/oppression while others choose to label and stereotype a group of individuals? 	<p>Standards ✕</p> <p>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.</p> <p>RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.8 - (Not applicable to literature)</p> <p>RL.8.9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>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.</p> <p>W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Knowledge & Skills ✕</p> <ul style="list-style-type: none"> Identify the tone and mood in a text and provide textual evidence Analyze how setting affects character Explain character motivation Analyze dialogue to understand characters & plot development Describe characters' feelings and thoughts Describe characters based on details and inferences Understand how characters are developed or changed Explain and identify allusions in texts Identify the literary devices of flashback and foreshadowing with evidence from the text. Identify the point of view and analyze how it affects the way a story is told 	<p>Academic Language ✕</p> <ul style="list-style-type: none"> Tone/Mood Characterization Allusion Flashbacks/ Foreshadowing Point of View Empathy Prejudice Bigotry Justice Racism 	

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

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.

W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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.

L.8.2a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b - Use an ellipsis to indicate an omission.

L.8.2c - Spell correctly.

L.8.3a - 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.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.

SL.8.3 - 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.

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.

SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating

command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

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.

W.8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d - Establish and maintain a formal style.

W.8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

W.8.2c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.


W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.


W.8.9a - Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and

		<p>logically.</p> <p>W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3c - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.9b - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p>WIDA.2012.8.2.1 - Entering ~ Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)</p> <p>WIDA.2012.8.2.2 - Emerging ~ Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print</p> <p>WIDA.2012.8.2.3 - Developing ~ Classify examples of literary characters, themes, and plots based on oral descriptions with a partner</p> <p>WIDA.2012.8.2.4 - Expanding ~ Find patterns related to literary characters, themes, and plots using graphic organizers with a partner</p> <p>WIDA.2012.8.2.5 - Bridging ~ Predict the evolution of literary characters, themes, and plots</p>		
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November	<p> Grade 8 ELA Classic Literature (Poetry, Shakespeare, Classics Excerpts, etc.)</p>				
	<p>Enduring Understandings ✕</p> <p> Classic literature serves to teach enduring lessons about life.</p> <p> Classic literature reaches across social and cultural boundaries.</p>	<p>Essential Questions ✕</p> <p> What can a person learn about humanity through a novel?</p> <p> What makes a novel a classic novel?</p>	<p>Standards ✕</p> <p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p>	<p>Knowledge & Skills ✕</p> <p> Students will be able to show how classic literature connects to their lives.</p> <p> Explain how the lessons from a classic novel apply to modern day.</p>	<p>Academic Language ✕</p> <p> Classic literature</p> <p> Cultural Boundaries</p> <p> Social Boundaries</p> <p> Resonate</p>

 Common human characteristics resonate throughout classic literature.

 How does literature connect to our lives?

RL.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.

RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

SL.8.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.


SL.8.1c - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.


SL.8.1d - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.


W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.


W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)


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. (Editing for conventions


 Analyze how setting affects the characters


 Analyze how setting contributes to plot


 Analyze how setting contributes to theme


 Identify details that reveal aspects of setting

 Analyze and compare the development of a shared theme in multiple texts

 Analyze figurative language (i.e. extended metaphor, allusion, imagery)

 Evaluate narrator's attitude in literary text to make an inference

 Analyze how dialogue advances plot in literary texts

 Archetypes

should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

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.

W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WIDA.2012.8.2.1 - [Entering ~ Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print \(e.g., posters about character types and themes\)](#)

WIDA.2012.8.2.2 - [Emerging ~ Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print](#)

WIDA.2012.8.2.3 - [Developing ~ Classify examples of literary characters, themes, and plots based on oral descriptions with a partner](#)

WIDA.2012.8.2.4 - [Expanding ~ Find patterns related to literary characters, themes, and plots using graphic organizers with a partner](#)

WIDA.2012.8.2.5 - [Bridging ~ Predict the evolution of literary characters, themes, and plots](#)

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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.

L.8.2a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b - Use an ellipsis to indicate an omission.

L.8.2c - Spell correctly.

L.8.3a - 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.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.

SL.8.3 - 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.

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.

SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

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.

W.8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d - Establish and maintain a formal style.

W.8.1e - Provide a concluding statement or section that follows from and supports the argument presented.


W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

































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

W.8.2c - Use appropriate and varied

		<p>transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2e - Establish and maintain a formal style.</p> <p>W.8.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3c - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.9a - Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>W.8.9b - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		
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December	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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	<p> Grade 8 ELA Animal Farm</p>				
	<p>Enduring ✕</p>	<p>Essential ✕</p>	<p>✕</p>	<p>Knowledge ✕</p>	<p>Academic ✕</p>

January	Understandings	Questions	Standards	& Skills	Language
	<p> To thrive, humanity needs more than just basic needs being met.</p> <p> A balance of power must be achieved in order to sustain social justice</p> <p> Revolutions are only as effective as their leaders.</p> <p> Groups are disrupted when you challenge the norm.</p>	<p> Why does humanity need to do more than just survive?</p> <p> What happens to a group of people when you challenge the "norm" (routines, traditions, etc.)?</p> <p> How much risk are people willing to take on for a cause?</p> <p> Why is important to distinguish claims and counterclaims through writing?</p>	<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.1a - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1b - Form and use verbs in the active and passive voice.</p> <p>L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>L.8.5a - Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5b - Use the relationship between particular words to better understand each of the words.</p> <p>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.</p> <p>RL.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.</p> <p>RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in</p>	<p> Analyze the impact of specific word choice on meaning and/or tone including Allegory, analogy and/or allusions to other texts/concepts.</p> <p> Provide a written argument analyzing how effective revolutions are in achieving & sustaining social justice.</p> <p> Interpret allegory in literary text</p> <p> Interprets extended metaphor in literary text</p> <p> Interprets irony in literary text</p> <p> Understands the point an author makes in a satirical passage</p> <p> Analyzes how dialogue advances plot in literary text</p> <p> Analyze how mood affects plot in a literary text</p> <p> Infer how a story would differ if it were told from another point of view</p> <p> Describe how ironic point of view affects meaning</p>	<p> Parable</p> <p> Intent</p> <p> Thrive</p> <p> Revolution</p> <p> Allegory/Fable</p> <p> Allusion</p> <p> Irony</p> <p> Propaganda</p> <p> Symbolism</p> <p> Social Justice</p> <p> Adaptation</p> <p> Empathy</p> <p> Slogan</p> <p> Creed</p>

groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

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.

W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading

and content, choosing flexibly from a range of strategies.

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.

L.8.2a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b - Use an ellipsis to indicate an omission.

L.8.2c - Spell correctly.

L.8.3a - 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.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices

made by the director or actors.

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.

SL.8.3 - 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.

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.

SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

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.

W.8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d - Establish and maintain a formal style.

W.8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

W.8.2c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e - Establish and maintain a formal style.

W.8.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3c - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.9a - Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

W.8.9b - Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

			<p>WIDA.2012.8.2.1 - Entering ~ Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)</p> <p>WIDA.2012.8.2.2 - Emerging ~ Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print</p> <p>WIDA.2012.8.2.3 - Developing ~ Classify examples of literary characters, themes, and plots based on oral descriptions with a partner</p> <p>WIDA.2012.8.2.4 - Expanding ~ Find patterns related to literary characters, themes, and plots using graphic organizers with a partner</p> <p>WIDA.2012.8.2.5 - Bridging ~ Predict the evolution of literary characters, themes, and plots</p>	
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February	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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🏠 Grade 8 ELA The Diary of Anne Frank - (drama) (Night, WWII novels, etc.)

March	<p>Enduring Understandings ✕</p> <p>🏠 Understand literary elements of a drama and the differences between that and regular fiction writing.</p> <p>🏠 Understanding how historical context/setting in a drama impacts the development of the themes, plot, mood, and characters.</p> <p>🏠 Understand how the themes (ex: human nature, transformation and identity) develop over the course of a drama.</p>	<p>Essential Questions ✕</p> <p>🏠 Do all people and groups deserve equality or the freedom from oppression?</p> <p>🏠 How much risk are people willing to take on for a cause?</p> <p>🏠 How can we use literature to better understand ourselves?</p> <p>🏠 How does dignity impact one's humanity?</p>	<p>Standards ✕</p> <p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.1a - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1b - Form and use verbs in the active and passive voice.</p> <p>L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p>L.8.5a - Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5b - Use the relationship between particular words to better understand each of the words.</p>	<p>Knowledge & Skills ✕</p> <p>🏠 Make inferences about plot & character in a literary text</p> <p>🏠 Compare or contrast setting across literary text</p> <p>🏠 Identify details that reveal aspects of setting</p> <p>🏠 Compares themes in multiple literary texts</p> <p>🏠 Identify details that support the theme in literary text</p> <p>🏠 Analyze the effect of figurative language in literary text</p> <p>🏠 Identifies details that support narrator's viewpoint in literary text</p>	<p>Academic Language ✕</p> <p>🏠 Holocaust</p> <p>🏠 Stage Directions</p> <p>🏠 Monologue</p> <p>🏠 Dialogue</p> <p>🏠 Act</p> <p>🏠 Scene</p> <p>🏠 Memoir</p> <p>🏠 Historical Context</p> <p>🏠 Persecution</p> <p>🏠 Oppression</p> <p>🏠 Drama Elements</p> <p>🏠 Genocide</p>
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RL.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.

RL.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.

RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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.

SL.8.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.


SL.8.1b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.


SL.8.1c - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.


SL.8.1d - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.8.4 - Produce clear and coherent writing in which the development,

 Analyzes use of stage directions

 Understands terms that refer to structural elements in drama

 Analyzes how dialogue advances plot in literary text

organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

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.

W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

WIDA.2012.8.2.1 - [Entering ~ Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print \(e.g., posters about character types and themes\)](#)

WIDA.2012.8.2.2 - [Emerging ~ Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print](#)

WIDA.2012.8.2.3 - [Developing ~ Classify examples of literary characters, themes, and plots based on oral descriptions with a partner](#)

WIDA.2012.8.2.4 - [Expanding ~ Find patterns related to literary characters, themes, and plots using graphic organizers with a partner](#)

WIDA.2012.8.2.5 - [Bridging ~ Predict the evolution of literary characters, themes, and plots](#)

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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.

L.8.2a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b - Use an ellipsis to indicate an omission.

L.8.2c - Spell correctly.

L.8.3a - 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.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.


SL.8.2 - Analyze the purpose of information presented in diverse media


		<p>and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3 - 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.</p> <p>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.</p> <p>SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>		
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April	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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May	<p>Grade 8 ELA Research</p>				
	<p>Enduring Understandings ✕</p> <p>🏠 Research must consist of valid and reliable sources.</p> <p>🏠 Analysis is the process of breaking down of information and looking at each piece.</p> <p>🏠 Synthesis is the process of putting pieces of information together to make</p>	<p>Essential Questions ✕</p> <p>🏠 What makes a source reliable?</p> <p>🏠 How can analysis be used to understand information in a text?</p> <p>🏠 How do I choose the pieces information</p>	<p>Standards ✕</p> <p>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.</p> <p>RI.8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Knowledge & Skills ✕</p> <p>🏠 Compare & contrast claims in multiple argumentative texts</p> <p>🏠 Determine how an author organizes claims</p> <p>🏠 Collect, organize,</p>	<p>Academic Language ✕</p> <p>🏠 Tier 1 Vocabulary:</p> <p>🏠 Citations</p> <p>🏠 Annotations</p>


sense of how the pieces fit together as a whole.


 Researched claims are based on reliable sources.


 One's perspective creates bias which impacts how information is processed.

I need for synthesis?

 What do I do when two reliable sources give conflicting information?

 How does perspective impact the information presented?

 How does one discern & locate reliable sources?

 How does one's perspective impact the information presented?

RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

WIDA.2012.8.2.1 - [Entering ~ Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print \(e.g., posters about character types and themes\)](#)

WIDA.2012.8.2.2 - [Emerging ~ Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print](#)

WIDA.2012.8.2.3 - [Developing ~ Classify examples of literary characters, themes, and plots based on oral descriptions with a partner](#)


WIDA.2012.8.2.4 - [Expanding ~ Find patterns related to literary characters, themes, and plots using graphic organizers with a partner](#)


WIDA.2012.8.2.5 - [Bridging ~ Predict the evolution of literary characters, themes, and plots](#)

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 - Use knowledge of language and

analyze, and synthesize information from a variety of sources and use the knowledge to demonstrate their expertise on the topic

 Determine the difference between fact and opinion in informational texts

 Evidence

 MLA Format

 Works Cited

 Primary Source

 Secondary Source

 Research

 Plagiarize

 Bias

 Outline

its conventions when writing, speaking, reading, or listening.

L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

L.8.1a - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b - Form and use verbs in the active and passive voice.

L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b - Use an ellipsis to indicate an omission.

L.8.2c - Spell correctly.

L.8.3a - 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.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

meaning in context or in a dictionary).

L.8.5b - Use the relationship between particular words to better understand each of the words.

L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

RI.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently

RL.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.

RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.

SL.8.3 - 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.

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.

SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

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.

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.

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.

W.8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d - Establish and maintain a formal style.

W.8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

W.8.2c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e - Establish and maintain a formal style.

W.8.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.

			W.8.9b - Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").		
June	Enduring Understandings ✕	Essential Questions ✕	Standards	✕ Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕ Knowledge & Skills ✕	Academic Language ✕