

8th Grade

Instructional Focus:

Reading Standards for Literature

| Standard | Objective | Examples |
|---|--|--|
| Key Ideas and Details | | |
| 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. | <ul style="list-style-type: none"> Students will cite textual evidence that strongly supports an analysis of what the text says explicitly. Students will use inferences drawn from the text to support an analysis. | Relevance and Application- 1. On a daily basis, people are confronted with multiple points of view. Analyzing viewpoints and perspectives will help them see both sides of an issue. 2. Having the opportunity to explore a variety of authors and literature will expand personal interest and choice of reading. 3. Communicating with others in book clubs and via social networking sites such as Shelfari and Library Thing allow students to make connections and explore other points of view. Questions- 1. What motivates you to keep reading a book? 2. How do readers adjust thinking strategies to better understand texts? 3. How are literary texts similar? How are they different? 4. Why does point of view matter? How does it contribute to conflict? How can point of view reduce conflict? How do different characters represent different points of view? 5. How does a reader determine the primary message that the author wants interpreted from the passage? How can readers support their opinions from using evidence within texts? 6. How do different authors approach story elements? 7. Why does a particular literary work hold value for someone? *Inquiry Questions pertain to multiple objectives. |
| 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; restate and summarize main ideas or events, in correct sequence, after reading a text. | <ul style="list-style-type: none"> Students will determine a theme or central idea of a text Students will analyze the theme's development over the course of the text, including its relationship to the characters, setting and plot. Students will 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. | <ul style="list-style-type: none"> Students will analyze how particular lines of dialog or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | |
| Craft and Structure | | |
| 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. | <ul style="list-style-type: none"> Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Students will analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | |
| RL.8.5 Analyze the overall structure of a text: | <ul style="list-style-type: none"> Students will analyze the overall structure of a text: compare and | |

| | | |
|--|--|--|
| 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>contrast the structure of two or more texts.</p> <ul style="list-style-type: none"> Students will analyze how the differing structure of each text contributes to its meaning and style. | |
| RL.8.6 Analyze author's purpose and 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. | <ul style="list-style-type: none"> Students will analyze author's purpose. Students will analyze differences in the points of view of the characters and the audience or reader, and create such effects as suspense or humor. | |

Integration of Knowledge and Ideas

| | | |
|--|---|--|
| 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 (e.g., Old Yeller, Brian's Song, The Miracle Worker). | <ul style="list-style-type: none"> Students will 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. Students will evaluate the choices made by the director or actors. | |
| 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. | <ul style="list-style-type: none"> Students will analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works. Students will describe how the material is rendered new. | |

Range of Reading and Level of Complexity

| | | |
|---|---|--|
| RL.8.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> Students will, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 8. | |
|---|---|--|

Reading Standards for Informational Text

Key Ideas and Details

| | | |
|--|--|--|
| 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. | <ul style="list-style-type: none"> Students will cite textual evidence that strongly supports an analysis of what the text says explicitly. Students will use inferences drawn from the text to support an analysis. | <p>Relevance and Application-</p> <ol style="list-style-type: none"> While reading science and social studies texts, readers analyze details for relevance and accuracy. When reading for information, people think about the credibility of the author to be sure that the information is current and accurate. When reading to learn a procedure, consumers need to comprehend and follow directions accurately. Voters need to understand both the gist of a proposition and the details. The exponentially growing access to information |
|--|--|--|

| | | |
|---|---|---|
| | | <p>of all types on the Internet make it essential for students to practice and hone skills for evaluating online information and learn how to efficiently and effectively locate reliable information sources</p> <p>Questions-</p> <ol style="list-style-type: none"> 1. Why is it important to critique an author’s credentials? Why is this author qualified to write this informational text? 2. How and when do readers adjust reading strategies to better understand different types of text? 3. Why do authors use specific text features to convey a message? 4. How do readers know if the text is informing them or trying to persuade them? 5. How does comprehension of informational text contribute to lifelong learning? 6. How can bias influence the reader? 7. Which texts do you connect with and why? What elements make a text more attractive to some readers than others? <p>*Inquiry Questions pertain to multiple objectives.</p> |
| <p>RI.8.2 Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.</p> | <ul style="list-style-type: none"> • Students will determine a central idea and subtopics of a text. • Students will analyze the development of the central ideas and subtopics over the course of the text. • Students will restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. | |
| <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> | <ul style="list-style-type: none"> • Students will analyze how a text makes connections among and distinctions between individuals, ideas, or events | |
| Craft and Structure | | |
| <p>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.</p> | <ul style="list-style-type: none"> • Student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Students will analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | |
| <p>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.</p> | <ul style="list-style-type: none"> • Students will analyze in detail the structure of a specific paragraph in a text. • Students will analyze the role of particular sentences in developing and refining a key concept. | |
| <p>RI.8.6 Determine an author’s purpose (to inform, persuade,</p> | <ul style="list-style-type: none"> • Students will determine an author’s purpose in a text. | |

| | | |
|--|--|--|
| entertain, critique, etc.) and point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | <ul style="list-style-type: none"> • Students will determine author’s point of view in a text. • Students will analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | |
|--|--|--|

Integration of Knowledge and Ideas

| | | |
|---|---|--|
| RI.8.7 Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | <ul style="list-style-type: none"> • Students will evaluate the advantages and disadvantages of using different media to present a particular topic or idea. | |
|---|---|--|

| | | |
|---|---|--|
| RI.8.8 Delineate and evaluate the argument and specific claims in a text (e.g., identify bias and propaganda techniques, well-supported logical arguments), assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | <ul style="list-style-type: none"> • Students will delineate and evaluate the argument and specific claims in a text. • Students will assess whether the reasoning is sound in the text and the evidence is relevant and sufficient. • Students will 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. | <ul style="list-style-type: none"> • Students will analyze a case in which two or more texts provide conflicting information on the same topic. • Students will identify where the texts disagree on matters of fact or interpretation. | |
|--|---|--|

Range of Reading and Level of Text Complexity

| | | |
|--|--|--|
| RI.8.10 By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8 (from upper grade 7 to grade 9), with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> • Students will, read and comprehend literary nonfiction, within a complexity band appropriate to grade 8. | |
|--|--|--|

Writing Standards

Text Types and Purposes

| | | |
|---|---|--|
| <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence;</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. Support claim(s) with</p> | <p>Students will write arguments to support claims with clear reasons and relevant evidence:</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, • Organize the reasons and evidence logically. <p>Support claim(s) with:</p> <ul style="list-style-type: none"> • Logical reasoning and accurate, relevant evidence, using credible sources • Demonstrate an understanding of the | <p>Examples:</p> <ol style="list-style-type: none"> 1. Write an argumentative essay that includes a thesis, supporting ideas and a conclusion. 2. Use model student essays to analyze technique, organization and purpose. <p>Question Stems:</p> <ol style="list-style-type: none"> 1. What tools do readers use to summarize ideas as they read? 2. What types of informational texts are there and what are their purposes? 3. How does a writer gather information to create informative/explanatory pieces of writing? |
|---|---|--|

| | | |
|--|---|---|
| <p>logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;</p> <p>d. Establish and maintain a formal style;</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>topic or text.</p> <p>Use words, phrases, and clauses</p> <ul style="list-style-type: none"> • To create cohesion • Clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. | <p>4. If you could persuade someone to do something that you wanted, what would that be? How might you go about persuading them in writing?</p> <p>5. What types of words and techniques do authors use when they are trying to convince or persuade others to do what they want?</p> <p>6. When can an author’s influence or persuasion be dangerous? Helpful?</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>a. 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;</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic;</p> <p>e. Establish and maintain a formal style;</p> <p>f. Provide a concluding</p> | <p>Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly:</p> <ul style="list-style-type: none"> • Previewing what is to follow; • Organize ideas, concepts, and information into broader categories; • Include formatting, graphics, and multimedia when useful to aiding comprehension. • Develop the topic with: <ul style="list-style-type: none"> ○ Relevant, well-chosen facts, definitions, ○ Concrete details, ○ Quotations, ○ Or other information and examples. • Use appropriate and varied transitions to: <ul style="list-style-type: none"> ○ Create cohesion ○ Clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented | <p>Examples:</p> <ol style="list-style-type: none"> 1. Use model student essays to analyze technique, organization and purpose. 2. Research and write an informational/explanatory essay. <p>Question Stems-</p> <ol style="list-style-type: none"> 1. What tools do readers use to summarize ideas as they read? 2. What types of informational texts are there and what are their purposes? 3. How does a writer gather information to create informative/explanatory pieces of writing? 4. If you could persuade someone to do something that you wanted, what would that be? How might you go about persuading them in writing? 5. What types of words and techniques do authors use when they are trying to convince or persuade others to do what they want? 6. When can an author’s influence or persuasion be dangerous? Helpful? |

| | | |
|--|---|---|
| <p>statement or section that follows from and supports the information or explanation presented.</p> | | |
| <p>W.8.3 Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <p>a. 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>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters;</p> <p>c. 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>d. Use precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events;</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | <ul style="list-style-type: none"> ● Students will use narrative writing to develop real or imagined experiences or events using: <ul style="list-style-type: none"> ○ Effective technique ○ Relevant descriptive details ○ Well-structured event sequences. ● Engage and orient the reader by: <ul style="list-style-type: none"> ○ Establishing a context and point of view ○ Introducing a narrator and/or characters ○ Organize an event sequence that unfolds naturally and logically. ● Use narrative techniques, such as: <ul style="list-style-type: none"> ○ Dialogue ○ Pacing ○ Description ○ Reflection, to develop experiences, events, and/or characters. ● Use a variety of transition words, phrases, and clauses to: <ul style="list-style-type: none"> ○ Convey sequence ○ Signal shifts from one time frame or setting to another ○ Show the relationships among experiences and events. ● Use precise words and phrases, relevant descriptive details, and sensory language to: <ul style="list-style-type: none"> ○ Advance the action ○ Convey experiences and events. ● Provide a conclusion that follows from and reflects on the narrated experiences or events | <p>Examples:</p> <ol style="list-style-type: none"> 1. Students write an essay that answers the question “Who am I?” 2. Students revise narrative writing by using peer editing. <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How does a writer’s knowledge of their audience and purpose contribute to their writing? 2. How do graphic organizers or planning guides support the writer? 3. What are the elements of a well-developed character? 4. What tools do authors use to create their own tone and style? 5. How does foreshadowing create connections for the reader? 6. How does figurative language enhance writing? |
| <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> | <ul style="list-style-type: none"> ● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | <p>Examples:</p> <ol style="list-style-type: none"> 1. Peer editing <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How does the use of correct grammar, usage, and mechanics add clarity to writing? 2. How do audience and purpose influence a writer’s use of grammar and mechanics? 3. Is it ever okay to take liberties with conventions? 4. What tools help a writer edit and enhance work? 5. How can writers create strong sentence fluency in |

| | | |
|---|---|---|
| | | <p>their work?</p> <p>6. What is the purpose of applying appropriate conventions of standard English? How can use of spelling rules and patterns improve written communication?</p> <p>7. When does a writer know he/she has done enough editing?</p> |
| Production and Distribution of Writing | | |
| <p>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.)</p> | <ul style="list-style-type: none"> • Students will develop and strengthen writing as needed by: planning, revising, editing, rewriting, or trying a new approach, with some guidance and support from peers and adults. • Students will analyze how well purpose of writing and audience has been addressed and revise appropriately. | <p>Examples:</p> <p>1. Peer editing</p> <p>Questions-</p> <p>1. How does the use of correct grammar, usage, and mechanics add clarity to writing?</p> <p>2. How do audience and purpose influence a writer’s use of grammar and mechanics?</p> <p>3. Is it ever okay to take liberties with conventions?</p> <p>4. What tools help a writer edit and enhance work?</p> <p>5. How can writers create strong sentence fluency in their work?</p> <p>6. What is the purpose of applying appropriate conventions of standard English? How can use of spelling rules and patterns improve written communication?</p> <p>7. When does a writer know he/she has done enough editing?</p> |
| <p>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.</p> | <ul style="list-style-type: none"> • Students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently. • Students will interact and collaborate with others, using technology, including the Internet. | <p>Examples:</p> <p>1. Use Microsoft Word to bring writing to publishable form.</p> <p>2. Use peer editing.</p> <p>3. Cite sources in MLA or APA format.</p> |
| Research to Build and Present Knowledge | | |
| <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> | <ul style="list-style-type: none"> • Students will conduct short research projects to answer a question. • Students will draw from several sources. • Students will generate additional related, focused questions that allow for multiple avenues of exploration | <p>Examples:</p> <p>1. Write extended response answers whose questions are constructed by teacher.</p> <p>2. Cite textual evidence from a selected source.</p> <p>Question Stems:</p> <p>1. How does a writer’s knowledge of their audience and purpose contribute to their writing?</p> <p>2. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences?</p> |
| <p>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.</p> | <ul style="list-style-type: none"> • Students will gather relevant information from multiple print and digital sources. • Students will use search terms effectively. • Students will assess the credibility and accuracy of each source. • Students will quote or paraphrase the data and conclusions of others while avoiding plagiarism. • Students will follow a standard format | <p>Examples:</p> <p>1. Teacher instructs how to determine credible vs. non-credible sources.</p> <p>2. Use MLA or APA format.</p> <p>Question Stems:</p> <p>1. How does a writer gather information to create informative/explanatory pieces of writing?</p> <p>2. Why must opinion pieces include the writer’s point of view and logically ordered reasons supported by</p> |

| | | |
|---|--|---|
| | for citation. | facts and details? |
| <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research;</p> <p>a. 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>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., identifies bias and propaganda techniques, well-supported logical arguments], assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).</p> | <ul style="list-style-type: none"> • Students will draw evidence from literary or informational texts to support analysis, reflection, and research; • Apply grade 8 Reading standards to literature (See RL 8.9) • Apply grade 8 Reading standards to literary nonfiction (See RI 8.8) | <p>Examples:</p> <p>1. Provide textual examples and use MLA or APA format to cite sources.</p> <p>Question Stems:</p> <p>1. How does a writer gather information to create informative/explanatory pieces of writing?</p> <p>2. How do writers monitor their work to include information that is relevant to the topic?</p> |
| <p>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.</p> | <ul style="list-style-type: none"> • Students will write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | <p>Examples:</p> <p>1. Use Writer’s Notebooks for daily writing exercises that are both short and long.</p> <p>2. Timed writing assessments</p> <p>Question Stems:</p> <p>1. How does a writer’s knowledge of their audience and purpose contribute to their writing?</p> <p>2. In what ways does an author use the setting to create a mood for the story?</p> <p>3. Why do organized events require a particular sequence?</p> <p>4. How do writers monitor their work to include information that is relevant to the topic?</p> <p>5. Why does word choice play such an important part in writing?</p> <p>6. How can a writer use his/her influence to persuade readers?</p> |

Speaking and Listening Standards

Comprehension and Collaboration

| | | |
|---------------------------|---------------------------------------|------------------|
| SL.8.1 Engage effectively | Students will engage effectively in a | Examples: |
|---------------------------|---------------------------------------|------------------|

| | | |
|---|--|---|
| <p>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;</p> <p>a. 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;</p> <p>b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), and decision-making (e.g., coming to consensus), track progress toward specific goals and deadlines, and define individual roles as needed;</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas;</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> | <p>range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:</p> <ul style="list-style-type: none"> • 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 • Reflect on ideas under discussion. • Follow rules for collegial discussions, and decision-making: • track progress toward specific goals and deadlines • Define individual roles as needed. • Pose questions that connect the ideas of several speakers. • Respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others. • Qualify or justify own views in light of the evidence presented. | <ol style="list-style-type: none"> 1. Teacher-led discussions on ideas found in text. 2. Student generated questions that pertain to the text being read at the time. <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How do speaker monitor their language to include information that is relevant to the topic? 2. Why must opinion pieces include the speaker's point of view and logically ordered reasons supported by facts and details? 3. How can a speaker use his/her influence to persuade readers? 4. How does a speaker respond to others in a respectful and engaging manner? |
| <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> | <ul style="list-style-type: none"> • Students will analyze the purpose of information presented in diverse media and formats. • Students will evaluate the motives behind its presentation. | <p>Examples:</p> <ol style="list-style-type: none"> 1. Teacher uses selected music or movie that relates to clarifies topic, text or issue under study. |
| <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness and relevance and sufficiency of the evidence and identifying</p> | <ul style="list-style-type: none"> • Students will delineate a speaker's argument and specific claims. • Students will assess whether the reasoning is sound and the evidence is relevant and sufficient. • Students will identify when irrelevant evidence is introduced. | <p>Examples:</p> <ol style="list-style-type: none"> 1. Use model student essays to analyze technique, organization and purpose. <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How do writers organize their thinking to include the audience they are addressing? How do writers |

| | | |
|---|--|---|
| when irrelevant evidence is introduced. | | convey precise messages to audiences? |
| Presentation of Knowledge and Ideas | | |
| 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. | <ul style="list-style-type: none"> • Students will present claims and findings. • Students will emphasize salient points in a focused, coherent manner with: <ul style="list-style-type: none"> ○ Relevant evidence ○ Sound valid reasoning ○ Well-chosen details. • Students will use appropriate eye contact, adequate volume, and clear pronunciation. | <p>Examples:</p> <p>1. Students present argument, research or informational paper through multimedia presentation: PowerPoint or Prezi.</p> <p>Question Stems:</p> <p>1. How can the use of correct vocabulary, grammar, usage and mechanics add clarity to writing?</p> <p>2. How do writers monitor their work to include information that is relevant to the topic?</p> |
| SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | <ul style="list-style-type: none"> • Students will integrate multimedia and visual displays into presentations to: <ul style="list-style-type: none"> ○ Clarify information ○ Strengthen claims and evidence ○ Add interest. | <p>Examples:</p> <p>1. Students present argument, research or informational paper through multimedia presentation: PowerPoint or Prezi.</p> <p>Question Stems:</p> <p>1. How do writers monitor their work to include information that is relevant to the topic?</p> <p>2. Why must opinion pieces include the writer’s point of view and logically ordered reasons supported by facts and details?</p> <p>3. How can a writer use his/her influence to persuade readers?</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 for specific expectations.) | <ul style="list-style-type: none"> • Students will adapt speech to a variety of contexts and tasks. • Students will demonstrate command of formal English when indicated or appropriate. (See L 8.1 and L8.3) | <p>Examples:</p> <p>1. Students present argument, research or informational paper through multimedia presentation: PowerPoint or Prezi.</p> <p>Question Stems:</p> <p>1. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences?</p> |

Language Standards

Conventions of Standard English

| | | |
|--|---|--|
| L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English;</p> <p>b. Form and use verbs in the active and passive voice;</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood;</p> | <ul style="list-style-type: none"> • Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ○ Explain the function of verbals (<i>gerunds, participles, infinitives</i>) in general and their function in particular sentences in order to apply the conventions of English. ○ Form and use verbs in the active and passive voice. ○ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ○ Recognize and correct inappropriate shifts in verb voice and mood.*(see pg. 14 of AAS—Language Progressive Skills, by Grade)) | <p>Examples:</p> <p>1. Peer editing of student papers or presentations.</p> <p>Question Stems:</p> <p>1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?</p> <p>2. How is revising a piece of writing as essential as the initial effort?</p> |
|--|---|--|

| | | |
|---|--|--|
| <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p> | | |
| <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break;</p> <p>b. Use an ellipsis to indicate an omission;</p> <p>c. Spell correctly.</p> | <ul style="list-style-type: none"> • Students will demonstrate command of the conventions of standard English when writing <ul style="list-style-type: none"> ○ Capitalization ○ Punctuation ○ Spelling • Use punctuation (<i>comma</i>, <i>ellipsis</i>, <i>dash</i>) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly. | <p>Example:</p> <ol style="list-style-type: none"> 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort? |
| <p>Vocabulary Acquisition and Use</p> | | |
| <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening;</p> <p>a. 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).</p> | <ul style="list-style-type: none"> • Students will use knowledge of language and its conventions when writing, speaking, reading, or listening; • Students will use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. | <p>Example:</p> <ol style="list-style-type: none"> 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort? |
| <p>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;</p> <p>a. Determine meanings of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence), knowledge of language structure including using context clues and prior knowledge;</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues</p> | <ul style="list-style-type: none"> • Students will 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. • Determine meanings of unfamiliar words by: <ul style="list-style-type: none"> ○ Using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), ○ Context ○ Knowledge of language structure including using context clues and prior knowledge. • Consult general and specialized reference materials both print and digital, to: <ul style="list-style-type: none"> ○ Find the pronunciation of a word or ○ Determine or clarify its precise meaning or its part of speech. • 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). | <p>Example:</p> <ol style="list-style-type: none"> 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort? |

| | | |
|--|---|--|
| <p>to the meaning of a word (e.g., precede, recede, secede);</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;</p> <p>d. 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).</p> | | |
| <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p> <p>a. Interpret the intent or meaning of figures of speech (e.g., verbal irony, puns, mixed metaphor) as used in context;</p> <p>b. Use the relationship between particular words (e.g., synonyms/antonyms, analogies) to better understand each of the words;</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> | <ul style="list-style-type: none"> • Students will demonstrate understanding of figurative language <ul style="list-style-type: none"> ○ word relationships ○ nuances in word meanings; • Interpret the intent or meaning of figures of speech as used in context. • Use the relationship between particular words (<i>e.g., synonyms/antonyms, analogies</i>) to better understand each of the word. • Distinguish among the connotations (associations) of words with similar denotations (definitions). | <p>Example:</p> <ol style="list-style-type: none"> 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort? |
| <p>L.8.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <ul style="list-style-type: none"> • Students will acquire and accurately use grade-appropriate general academic and content-specific words and phrases. • 2. Students will gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <p>Example:</p> <ol style="list-style-type: none"> 1. Use Daily Oral Language (DOL). 2. E-Reading Worksheets.com <p>Question Stems:</p> <ol style="list-style-type: none"> 1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? 2. How is revising a piece of writing as essential as the initial effort? |