

ELA Pacing Guide

2020-2021

8th Grade



The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson myPerspectives, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

AzM2 ELA Blueprint 2016 Standards

Grades 6-8 Reporting Category	Min.	Max.
Reading Standards for Literature	24%	31%
Reading Standards for Informational Text	30%	38%
<i>Reading for Informational Text</i>	30%	25%
<i>Listening Comprehension</i>	0%	13%
Writing and Language	30%	38%
<i>Writing</i>	17%	19%
<i>Language</i>	13%	19%

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in myPerspectives Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within myPerspectives curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzM2 content limits and task demands.

WC – Whole Class; SG – Small Group; IL – Independent Learning

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Glendale Elementary School District's 6-8 Balanced Literacy Framework (160 minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes a focus on vocabulary development through word study analysis, closely reading and annotating a text to develop meaning and comprehension, and transferring learning in whole and small group discussion as well as writing to build independent readers and writers.			
	Teacher Actions	Student Actions	Resources Utilized
<p style="text-align: center;">Word Study (15 Minutes)</p> <p><i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</i></p>	<ul style="list-style-type: none"> Give specific and immediate feedback Explicitly and Systematically Model: <ul style="list-style-type: none"> Decoding of multi-syllable words Syllable Rules and Patterns Morphology Root words and affixes Model how to determine the meaning of unknown words or phrases by choosing from a variety of strategies Model how to use root words to determine meaning or word, including individual word parts 	<ul style="list-style-type: none"> Read and write words using knowledge of phonograms and spelling patterns Identify, sort, divide, and read multi-syllable words Determine the meaning of unknown words and phrases using knowledge of root words and word parts Apply knowledge of affixes (Greek, Latin, etc.) in order to determine meaning of unknown words 	<ul style="list-style-type: none"> Pearson myPerspectives 95% Group Vocab Surge
<p style="text-align: center;">Whole Group Instruction/Launch Lesson (20-50 Minutes)</p> <p><i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning.</i></p>	<ul style="list-style-type: none"> Expose students to text above grade level Model close reading and annotation of text as well as comprehension strategies, including rereading the text for multiple purposes Demonstrate proficient and fluent reading Model fix-up reading strategies Expose students to a variety of genres Model the use of context clues to determine the meaning of unknown words Analyze text for complexity in order to provide scaffolds Model how to support ideas, thoughts, and perspectives using textual evidence 	<ul style="list-style-type: none"> Utilize comprehension strategies while reading Ask and answer questions while reading and explain strategies used to understand a text Read a wide variety of text types and formats Utilize a variety of strategies (context clues, picture clues) to determine meaning of words Closely read and annotate text, including rereading for different purposes Practice fluent reading through multiple readings of a variety of texts Analyze a selection of text from multiple perspectives in order to participate in whole and small group discussions 	<ul style="list-style-type: none"> Pearson myPerspectives Appendix B Essential Literature E-Books
<p style="text-align: center;">Small Group Instruction (20-50 Minutes)</p> <p><i>Purpose: Small group instruction provides opportunities for student to participate in collaborative conversations centered on a common text or multiple texts in order to analyze a text further and incorporate different perspectives.</i></p>	<ul style="list-style-type: none"> Expose students to a variety of genres, including different types and formats Model, guide, and reinforce good reading behaviors and strategies Facilitate, scaffold, and/or guide small group discussions Prompt and reinforce reading behaviors, strategies, and collaborative discussion techniques Monitor and observe small group discussion, including taking anecdotal notes 	<ul style="list-style-type: none"> Read increasingly challenging text with fluency, accuracy, and understanding Monitor comprehension and utilize strategies to increase understanding Read and respond to a wide range of text in small group discussions Come to group discussion prepared by previously closely reading and annotating the text as well as developing open ended questions Extend application of skills and strategies during independent reading Select appropriate text to extend learning of topic or interest 	<ul style="list-style-type: none"> Pearson myPerspectives 95% Group Bookroom Scholastic Reading Inventory
<p style="text-align: center;">Writing (45 Minutes)</p> <p><i>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strengthen writing specific to each genre.</i></p>	<ul style="list-style-type: none"> Model proficient writing across multiple genres Model the writing process, including selecting the appropriate Thinking Map for genre and purpose Facilitate shared and guided writing practice Confer with students to provide feedback on a writing piece and set goals Extend literary analysis to writing for a specific task and purpose Model how to cite and paraphrase textual evidence (following MLA) 	<ul style="list-style-type: none"> Connect reading textual analysis through writing using text evidence that include direct quotes or paraphrasing adhering to MLA Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose Write increasingly complex and connected sentences using varied sentence structure Participate in the writing process, including collaborating with others Present writing with small group and whole class presentations Participate in writing conferences and set goals to monitor learning 	<ul style="list-style-type: none"> Thinking Maps Write from the Beginning Pearson myPerspectives

Year Long Standards

Range of Reading and Level of Text Complexity

8.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry in a text complexity range determined by qualitative and quantitative measure appropriate to grade 8. (Lexile Range 925-1185).

8.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8. (Lexile Range 925-1185).

Range of Writing:

8.W.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.

Range of Reading Staircase to Complexity

6th-8th Grade Lexile Range: 925-1185

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2 & Unit 3 (WC)	Quarter 3 Unit 3 (SG) & Unit 4	Quarter 4 Unit 5
Reading Standards for Literature				
<p>8.RL.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. Connects to 8.W.9 6-8:SI-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</p>	<p><i>Medicine Bag (WG)</i> <i>You are the Electric Boogaloo(SG)</i> <i>Just be Yourself (SG)</i> <i>Hanging Fire (SG)</i> <i>Translating Grandfather’s House (SG)</i> <i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Evaluate to determine evidence that strongly supports the explicit key details. ○ Cite evidence used to strongly support explicit key details. ○ Evaluate to determine evidence that strongly supports the inference. ○ Cite evidence used to make inferences from the text. 	<p><i>The Diary of Anne Frank Act I1 (WC)</i></p> <ul style="list-style-type: none"> ○ Evaluate to determine evidence that strongly supports the explicit key details. ○ Cite evidence used to strongly support explicit key details. ○ Evaluate to determine evidence that strongly supports the inference. ○ Cite evidence used to make inferences from the text. 	<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> ○ Evaluate to determine evidence that strongly supports the explicit key details. ○ Cite evidence used to strongly support explicit key details. ○ Evaluate to determine evidence that strongly supports the inference. ○ Cite evidence used to make inferences from the text. 	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> ○ Evaluate to determine evidence that strongly supports the explicit key details. ○ Cite evidence used to strongly support explicit key details. ○ Evaluate to determine evidence that strongly supports the inference. ○ Cite evidence used to make inferences from the text.
<p>8.RL.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><i>Hanging Fire(SG)</i> <i>Translating Grandfather’s House(SG)</i></p> <ul style="list-style-type: none"> ○ Determine a theme of a text. ○ Analyze how the theme develops over the course of the text. 		<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> ○ Determine a theme of a text. ○ Analyze how the theme develops over the course of the text. ○ Provide an objective summary that includes the 	

<p><i>Connects to 8.W.9</i> 6-8:S1-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence. 6-8:S1-I-2: summarize a text including specific details and information.</p>	<ul style="list-style-type: none"> ○ Provide an objective summary that includes the theme or central idea. ○ Analyze the relationship between the theme and literary elements. ○ Analyze how character, setting, or plot contributes to a theme or central idea’s development. 		<p>theme or central idea.</p> <ul style="list-style-type: none"> ○ Analyze the relationship between the theme and literary elements. ○ Analyze how character, setting, or plot contributes to a theme or central idea’s development. 	
<p>8.RL.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. <i>Connected to 8.W.9</i></p>		<p><i>The Diary of Anne Frank Act 1 (WC)</i> <ul style="list-style-type: none"> ○ Analyze how lines of dialogue reveal aspects of a character. <i>The Diary of Anne Frank Act 1 (WC)</i> <ul style="list-style-type: none"> ○ Analyze how lines of dialogue affect a character’s motivations. </p>	<p><i>Flowers for Algernon (WC)</i> <ul style="list-style-type: none"> ○ Analyze how lines of dialogue and incidents reveal a character. ○ Analyze how lines of dialogue and incidents propel an action. ○ Analyze how lines of dialogue and incidents provoke decisions. </p>	<p><i>Uncle Marcos (WC)</i> <ul style="list-style-type: none"> ○ Analyze how lines of dialogue and incidents reveal a character. ○ Analyze how lines of dialogue and incidents propel an action. ○ Analyze how lines of dialogue and incidents provoke decisions. </p>
<p>8.RL.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. 6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology</p>	<p><i>Medicine Bag(WC)</i> <ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text. ○ Identify symbolism in text and determine its meaning. <i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself (SG)</i> <i>Hanging Fire (SG)</i> <i>Translating Grandfather’s House (SG)</i> <ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text. ○ Determine the connotative meanings of words and phrases as they are used in text. ○ Analyze the impact of word choices and phrases on meaning and tone. </p>		<p><i>Retort/The People, Yes (SG)</i> <ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text. ○ Determine the figurative and connotative meanings of words and phrases as they are used in text. ○ Analyze the impact of word choices and phrases on meaning and tone. </p>	<p><i>The Invention of Everything Else (SC)</i> <ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in a text. </p>

<p>to determine meaning of unknown words.</p>				
<p>8.RL.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. 6-8:S1-I-3: compare and contrast specific details and information from two or more text types.</p>	<p><i>Hanging Fire(SG)</i> <i>Translating Grandfather's House(SG)</i></p> <ul style="list-style-type: none"> ○ Identify structural elements of two or more texts. ○ Compare and contrast the structure of two literary texts. 		<p><i>Flowers for Algernon Script (WC)</i> <i>Retort/The People, Yes (SG)</i></p> <ul style="list-style-type: none"> ○ Identify structural elements of two or more texts. ○ Compare and contrast the structure of two literary texts. ○ Analyze how the structure of each text contributes to its meaning. ○ Analyze how the structure of each text creates differences or similarities in the texts' meanings. 	
<p>8.RL.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><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Identify evidence the author uses to support his/her characters' viewpoints/purposes. ○ Identify conflicting evidence or viewpoints presented in a given text. 	<p><i>The Diary of Anne Frank Act 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Identify conflicting evidence or points of view presented in a given text. ○ Analyze techniques the author uses to create dramatic irony. 	<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> ○ Analyze techniques the author uses to respond to conflicting evidence. ○ Compare and contrast the author's evidence and/or viewpoints to conflicting evidence and/or viewpoints. ○ Analyze how point of view provides clues to the story's theme. 	
<p>8.RL.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. 6-8:S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme.</p>		<p><i>The Diary of Anne Frank Act 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast the text of a drama and the live production. ○ Explain choices actors and directors make. ○ Evaluate the outcome/ impact of choices by directors and actors. ○ Analyze the faithfulness or departure between the text of the story or drama and the live or filmed production. 	<p><i>Flowers for Algernon Script (WC)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast the text of a drama and the live production. ○ Explain choices actors and directors make. ○ Evaluate the outcome/impact of choices by directors and actors. ○ Analyze the faithfulness or departure between the text of the story or drama and the live or filmed production. 	
<p>8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character</p>			<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> ○ Identify patterns of events. ○ Compare and contrast 	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> ○ Identify patterns of events. ○ Compare and contrast

<p>types from myths, traditional stories, or religious works, including describing how the material is rendered new. <i>Connects to 8.W.9</i></p>			<p>patterns of events in modern fiction to myths. ○ Evaluate how myths are rendered new or reworked to match society.</p>	<p>patterns of events in modern fiction to myths.</p>
<p>Reading Standards for Informational Text</p>				
<p>8.RI.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. <i>Connected to 8.W.9</i> 6-8:S1-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</p>		<p><i>Anne Frank: The Diary of a Young Girl (SG)</i> <i>Acceptance Speech for the Noble Peace Prize (SG)</i> <i>Barrington Irving, Pilot and Educator (WC)</i> <i>Ban the Ban! Soda's a Problem but...(WC)</i> ○ Evaluate to determine details that strongly support what is explicitly stated. ○ Cite evidence that strongly supports the explicit key details. ○ Evaluate to determine details that strongly support what is inferred. ○ Cite evidence that strongly supports the inference.</p>		
<p>8.RI.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. <i>Connects to 8.W.9</i> 6-8:S1-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence. 6-8:S1-I-2: summarize a text including specific details and information.</p>		<p><i>Anne Frank: The Diary of a Young Girl (SG)</i> ○ Identify the ideas that support the central idea of a text. ○ Determine the relationship between the central ideas and supporting ideas. ○ Summarize the text objectively, including details and their relationship to the central idea(s). ○ Analyze the development of the central idea over the course of the text. ○ Summarize the text objectively, showing the development of the central</p>	<p><i>Blue Nines and Red Words (SG)</i> ○ Identify the ideas that support the central ideas of a text. ○ Determine the relationship between the central ideas and supporting ideas.</p>	

		ideas over the course of the text.		
<p>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><i>Connects to 8.W.9</i></p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> Analyze how the author distinguishes between the personalities of various individuals in the text. 	<p><i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> Compare how individuals, ideas, and events are connected. Contrast the distinctions between individuals, ideas, and events. Explain techniques the author uses to connect and distinguish between people, ideas, and events (compare and contrast, analogies, categorization). 	<p><i>To Fly (WC)</i></p> <p><i>Nikola Tesla: The Greatest Invention of All? (SG)</i></p> <ul style="list-style-type: none"> Compare how individuals, ideas, and events are connected. Contrast the distinctions between individuals, ideas, and events Explain techniques the author uses to connect and distinguish between people, ideas, and events (compare and contrast, analogies, categorization).
<p>8.RI.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> <p>6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words.</p> <p>6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p> <p>6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<p><i>You Are the Electric Boogaloo/Just Be Yourself (SG)</i></p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in text. Determine the meaning of figurative, connotative, and technical words as they are used in text. Analyze the impact of word choice on meaning and tone. 	<p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in text. Determine the meaning of figurative, connotative, and technical words as they are used in text. Analyze the impact of word choice on meaning, tone, and style. 	<p><i>Words Do Not Pay (SG)</i></p> <p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in text. Determine the meaning of figurative, connotative, and technical words as they are used in text. Analyze the impact of word choice on meaning and tone. Identify words and phrases that include allusions to other text as they are used in text. Analyze the impact of allusions to the meaning and tone of other text. 	<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in text. Determine the meaning of figurative, connotative, and technical words as they are used in text. Analyze the impact of word choice on meaning and tone. Identify words and phrases that include analogies and allusions to other text as they are used in text. Analyze the impact of analogies and allusions to the meaning and tone of other text.

<p>8.RI.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. 6-8:S1-I-3: compare and contrast specific details and information from two or more text types.</p>		<p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <ul style="list-style-type: none"> Identify the structure of a paragraph in an informational text. Analyze the specific sentences in developing a paragraph. 	<p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> Identify the structure of a paragraph in an informational text. Analyze the role that a particular sentence plays in developing and refining the key concept. 	<p><i>To Fly (WC)</i> <i>Nikola Tesla: The Greatest Invention of All? (SG)</i></p> <ul style="list-style-type: none"> Identify the structure of a paragraph in an informational text. Analyze the role that a particular sentence plays in developing and refining the key concept.
<p>8.RI.6 Determine an author’s point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. <i>Connects to 8.SL.3</i> <i>Connects to 8.W.9</i></p>		<p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> Identify evidence the author uses to support his/her view point or purpose. Determine the author’s point of view or purpose in a text. Identify conflicting evidence or viewpoints presented in a given text. Analyze the technique the author uses to respond to conflicting evidence. Support analysis of evidence with examples. <p><i>Three Cheers for the Nanny State (WC)</i></p> <ul style="list-style-type: none"> Determine the author’s argument in a text. Identify evidence the author uses to support his/her argument. Support analysis of evidence with examples. 	<p><i>Follow the Rabbit-Proof Fence (SG)</i> <i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> Identify evidence the author uses to support his/her view point or purpose. Determine the author’s point of view or purpose in a text. 	<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <ul style="list-style-type: none"> Analyze the diction the author uses in conveying his/her purpose with evidence from the text. Analyze the tone the author uses in conveying his/her purpose with evidence from the text. Identify the author’s purpose.
<p>8.RI.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. 6-8:S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme.</p>	<p><i>The Medicine Bag/ Apache Girl’s Rite of Passage (WC)</i></p> <ul style="list-style-type: none"> Evaluate the advantages and disadvantages of using different media formats (Video and text) to present a topic. 	<p><i>The Diary of Anne Frank/Frank Family and World War II Timeline (WC)</i></p> <ul style="list-style-type: none"> Evaluate a variety of media to present a topic or idea (drama and timeline). 	<p><i>The Theory of Multiple Intelligences Infographic (SG)</i></p> <ul style="list-style-type: none"> Evaluate a variety of media to present a topic or idea (memoir and infographic). 	

<p>8.RI.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. <i>Connects to 8.SL.3</i> <i>Connects to 8.W.9</i> 6-8:SB-1-2: determine whether the evidence is sufficient to support the claims.</p>		<p><i>Three Cheers for the Nanny State (WC)</i> <i>Ban the Ban!/Soda’s a Problem but...(WC)</i></p> <ul style="list-style-type: none"> ○ Delineate relevant/ irrelevant evidence in informational text. ○ Delineate sufficient/ insufficient evidence in informational text. ○ Delineate sound/unsound evidence in informational text. ○ Determine and/or evaluate an explicit argument or claim in the text. 		
<p>8.RI.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. <i>Connects to 8.SL.3</i></p>		<p><i>Three Cheers for the Nanny State (WC)</i> <i>Ban the Ban!/Soda’s a Problem but...(WC)</i></p> <ul style="list-style-type: none"> ○ Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation. ○ Contrast the ways in which the authors provide information, use facts, or interpret details. 		
<p>Writing Standards</p>				
<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence. (WFTB Expository Manual Pgs. 277-318)</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i> <i>Ban the Ban! Soda’s a Problem but...(WC)</i></p> <ul style="list-style-type: none"> ○ Write an argumentative essay responding to a statement. <p><i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> ○ Write a problem-and-solution essay. 		<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> ○ Write a critical review. <p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> ○ Write an argumentative essay. <p><i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Write an argumentative essay.
<p>8.W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i> <i>Ban the Ban! Soda’s a Problem but...(WC)</i> <i>Performance Task Unit 3 (WC)</i></p>		<p><i>Uncle Marcos (WC)</i> <i>To Fly (WC)</i> <i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Identify a claim or clear statement of your position.

<p>(WFTB Expository Strategy #1 Pgs. 224-225 Strategy #5 Pgs. 236-240) 6-8:S4-I-1: construct a claim about a topic or text.</p>		<ul style="list-style-type: none"> ○ Clearly introduce claim. 		<ul style="list-style-type: none"> ○ Logically organize reasons.
<p>8.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (WFTB Expository Strategy #3 Pgs. 229-231, Strategy #4 Pgs. 232-235, Strategy #7 Pgs. 245-251, & Strategy #8 Pgs. 252-253) 6-8:S4-I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i> <i>Ban the Ban! Soda's a Problem but...(WC)</i> <i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> ○ Support claim with logically organized evidence. 		<p><i>Uncle Marcos (WC)</i> <i>To Fly (WC)</i> <i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Use quotations and examples from the text to support claim.
<p>8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (WFTB Expository Strategy #2 Pgs. 226-228 & Strategy #9 Pgs. 254-261) 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>		<p><i>Ban the Ban! Soda's a Problem but...(WC)</i></p> <ul style="list-style-type: none"> ○ Write clearly to connect claims, reasons and evidence. 		<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> ○ Use words and phrases, such as <i>because, as a result, consequently, and similarly</i> that show how your claims, reasons, and evidence connect. <p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> ○ Use words and phrases, such as <i>because, instead, and after</i> that show how your claims, reasons, and evidence connect. <p><i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Use words and phrases, such as <i>because, therefore, before, and later</i> that show how your claims, reasons, and evidence connect.
<p>8.W.1d Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266)</p>		<p><i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> ○ Use a formal style to create and maintain an earnest and serious tone and attitude. 		
<p>8.W.1e Provide a concluding statement or section that follows</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i></p>		<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> ○ Provide a strong closing

<p>from and supports the argument presented. (WFTB Expository Strategy #6 Pgs. 241-244)</p>		<ul style="list-style-type: none"> ○ Restate claim in a different way to conclude argument. 		<p>statement that supports argument. Performance Task Unit 5 (WC)</p> <ul style="list-style-type: none"> ○ Provide a concluding statement or section that briefly summarizes or extends your argument.
<p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (WFTB Expository Manual Pgs. 395-415, Compare/Contrast Pgs. 427-435 & Cause/Effect Pgs. 439-440) 6-8:S3-I-3: compose informational texts that include details and examples to develop a topic.</p>	<p><i>Medicine Bag (WC)</i> <i>Apache Girl's Rite of Passage (WC)</i></p> <ul style="list-style-type: none"> ○ Write a compare/contrast essay considering how two types of media present similar material in different ways. <p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Write an informational report using research. 	<p><i>The Diary of Anne Frank Act I1 (WC)</i></p> <ul style="list-style-type: none"> ○ Write a drama review. <p><i>Frank Family and World War II Timeline(WC)</i></p> <ul style="list-style-type: none"> ○ Write a compare/contrast essay considering how two types of media present similar material in different ways. <p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> ○ Write an explanatory essay drawing from historical perspectives. <p><i>Maus (SG)</i></p> <ul style="list-style-type: none"> ○ Write an informative report using research. 	<p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Write a research report (historical/biographical). <p><i>Flowers for Algernon Script (WC)</i></p> <ul style="list-style-type: none"> ○ Write a compare/contrast essay considering how two types of media present similar material in different ways. <p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> ○ Write an informative speech providing facts and details about a topic. 	<p><i>The Invention of Everything Else (SC)</i></p> <ul style="list-style-type: none"> ○ Write a compare-and-contrast essay analyzing two texts.
<p>8.W.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. (WFTB Expository Strategy #5 Pgs. 236-240 & Strategy #8 Pgs. 252-253)</p>	<p><i>The Medicine Bag (WC)</i> <i>Apache Girl's Rite of Passage (WC)</i></p> <ul style="list-style-type: none"> ○ Organize ideas, concepts, and information using appropriate structure. ○ Clearly state a central idea to preview what follows. 	<p><i>Frank Family and World War II Timeline (WC)</i> <i>Maus (SG)</i> <i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> ○ Write a compare-and-contrast essay. ○ Organize ideas, concepts, and information using appropriate structure. ○ Clearly state a central idea to preview what follows. 	<p><i>Flowers for Algernon Script (WC)</i> <i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> ○ Organize ideas, concepts, and information using appropriate structure. ○ Clearly state a topic to preview what follows. <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Write a historical report. ○ Organize ideas, concepts, and information using appropriate structure. ○ Clearly state a central idea to preview what follows. 	
<p>8.W.2b Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Develop the topic with well-chosen facts, definitions, quotations, or other 	<p><i>The Diary of Anne Frank Act I1 (WC)</i> <i>Frank Family and World War II Timeline (WC)</i> <i>Maus (SG)</i></p>	<p><i>Flowers for Algernon Script (WC)</i> <i>Performance Task Unit 4 (WC)</i> <i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> ○ Develop the topic with well-chosen facts, definitions, 	

	information and examples.	<p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> Develop the topic with well-chosen details, quotations, or other information and examples. 	<p>quotations, or other information and examples.</p> <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> Develop the topic with well-chosen facts, definitions, quotations, or other information and examples. 	
<p>8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><i>(WFTB Expository Strategy #2 Pgs. 226-228)</i></p> <p>6-8:S3-I-4: link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>		<p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> Use appropriate and varied transitions to clarify relationships among ideas and concepts. 	<p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> Use appropriate and varied transitions to clarify relationships among ideas and concepts. 	
<p>8.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><i>(WFTB Expository Strategy #7 Pgs. 245-251 & Strategy #9 Pgs. 254-261)</i></p> <p>6-8:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.</p>		<p><i>Performance Task Unit 2 (WC)</i></p> <p><i>Maus (SG)</i></p> <ul style="list-style-type: none"> Use domain-specific vocabulary to explain the topic. 	<p><i>Performance Task Unit 4 (WC)</i></p> <p><i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> Use domain-specific vocabulary to explain the topic. 	
<p>8.W.2e Establish and maintain a formal style.</p> <p><i>(WFTB Expository Strategy #10 Pgs. 262-266)</i></p>		<p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> Establish and maintain a formal style. 	<p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> Establish and maintain a formal style. 	
<p>8.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><i>(WFTB Expository Strategy #6 241-244)</i></p>	<p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> Create a concluding section that supports the information presented. 	<p><i>The Diary of Anne Frank Act 11 (WC)</i></p> <p><i>Performance Task Unit 2 (WC)</i></p> <ul style="list-style-type: none"> Create a concluding section that supports the information presented. 	<p><i>Flowers for Algernon Script (WC)</i></p> <ul style="list-style-type: none"> Create a concluding section that supports the information presented. <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> Create a concluding section that supports the information 	

			presented.	
<p>8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. (WFTB Narrative Manual Pgs. 273-292 Sequential and Categorical and Narrative Manual Pgs. 293-306)</p> <p>6-8:S3-I-2: compose written Narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> Write a retelling of a story from a different character's/narrator's point of view. <p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> Write a nonfiction narrative. 		<p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> Write a fictional retelling of an excerpt from a story. 	
<p>8.W.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. (WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 Pgs. 209-211)</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> Write a retelling of a story from a different character's/narrator's point of view. <p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> Establish a context and point of view to introduce a narrator. 		<p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> Establish a context and point of view to introduce a narrator. 	
<p>8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (WFTB Narrative Strategy #2 Pgs. 189-192, Strategy #4 Pgs. 199-205, Strategy #8 Pg. 216, & Strategy #9 Pgs. 217-218)</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> Develop the character's experiences and events using details, thoughts, feelings, and insights. <p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> Use narrative techniques (dialogue, pacing, and description) to develop writing. 		<p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> Use narrative techniques (dialogue, pacing, and description) to develop writing. 	
<p>8.W.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. (WFTB Narrative Strategy #3 Pgs.</p>	<p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> Use transitional words and phrases to convey sequence. 			

<p>193-198) 6-8:S3-I-4: link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>				
<p>8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (WFTB Narrative Strategy #4 Pgs. 199-205 & Strategy #5 Pgs. 206-208) 6-8:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> ○ Use descriptive details and sensory language to capture the action and convey experiences. <p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Identify vague words and replace with specific and precise words. 		<p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> ○ Use descriptive details and sensory language to capture the action and convey experiences. 	
<p>8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events. (WFTB Narrative Strategy #7 Pgs. 212-215)</p>	<p><i>Medicine Bag(WC)</i></p> <ul style="list-style-type: none"> ○ Provide a conclusion. 			
<p>8.W.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.) information purposefully and follows a conventional format. 6-8:S9-I-2 recount a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect ideas, information, or events.</p>	<p>*Embedded in each mode of writing.</p>	<p>*Embedded in each mode of writing.</p>	<p>*Embedded in each mode of writing.</p>	<p>*Embedded in each mode of writing.</p>
<p>8.W.5 With some guidance and support from peers and adults,</p>	<p><i>Performance Task Unit 1 (WC)</i></p> <ul style="list-style-type: none"> ○ Use peer feedback to reflect 	<p><i>Performance Task Unit 3 (WC)</i></p> <ul style="list-style-type: none"> ○ Use peer feedback to reflect 	<p><i>Follow the Rabbit-Proof Fence (SG)</i></p>	<p><i>Performance Task Unit 5 (WC)</i></p> <ul style="list-style-type: none"> ○ Work with peers to

<p>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.) 6-8:S5-I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas.</p>	<p>on the writing.</p>	<p>on the writing.</p>	<p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> ○ Use peer feedback to reflect on the writing. 	<p>strengthen writing through revising and editing.</p> <ul style="list-style-type: none"> ○ Provide feedback by noting ideas that are unclear or disconnected. ○ Provide feedback increasing supporting details and examples. ○ Provide feedback about grammar, spelling, and punctuation.
<p>8.W.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. 6-8:S6-I-2: participate in extended written exchanges about a variety of topics and texts. 6-8:S6-I-6: refer to previously read or researched information during collaborative oral and written discussions.</p>		<p>Performance Task Unit 3 (WC)</p> <ul style="list-style-type: none"> ○ Post an essay online for public feedback. 		
<p>8.W.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. 6-8:S7-I-3: identify credible sources used in research and use a standard format for citations.</p>	<p><i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct research for a visual presentation on a specific topic. <p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct research for a written presentation on a specific topic. 	<p><i>Maus (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct a research project to answer a question drawing on several sources. <p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> ○ Conduct research for a persuasive presentation on a specific topic. 	<p><i>Follow the Rabbit-Proof Fence (SG)</i> <i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct a research report to learn more about a particular topic. <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct research for a historical report. 	<p><i>Sounds of a Glass Harmonica (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct research for a multimedia presentation on a homemade or unusual musical instrument.
<p>8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each</p>	<p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Use print and digital sources to construct an informational report. 	<p><i>Maus (SG)</i></p> <ul style="list-style-type: none"> ○ Evaluate print and digital sources to construct an informational report. 	<p><i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> ○ Use evidence gathered from multiple sources. <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Paraphrase and use direct 	

<p>source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6-8:S7-I-1: gather information from print and digital provided resources to answer a question.</p>			<p>quotations from online sources to construct a historical report.</p>	
<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8.W.9.a Apply grade 8 reading standards to literature. 6-8:S7-I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>			<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast a story and a script to support analysis of the text. 	
<p>8.W.9b Apply grade 8 reading standards to literary nonfiction. 6-8:S7-I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.</p>		<p><i>Ban the Ban! Soda's a Problem but...(WC)</i></p> <ul style="list-style-type: none"> ○ Draw evidence from informational texts to write an argumentative essay. 		<p><i>The Invention of Everything Else (SC)</i></p> <ul style="list-style-type: none"> ○ Compare and contrast a biographical work and a historical fiction account to support analysis of the texts
<p>Language Standards</p>				
<p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6-8:S10-I-1: using grade-appropriate singular and plural nouns. 6-8:S10-I-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 6-8:S10-I-3: using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack). 6-8:S10-I-4: using personal (subject and object), possessive,</p>	<p><i>Medicine Bag (WC)</i> <i>You Are the Electric Boogaloo/Just Be Yourself (SG)</i> <i>The Setting Sun and The Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Use context vocabulary to help the reader understand the text. 	<p><i>The Diary of Anne Frank Act 11 (WC)</i> <i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> ○ Identify and label simple verb tenses (present, past, future). <p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> ○ Identify and label nouns and pronouns. 	<p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Use rhetorical devices (parallelism) to strengthen the connections among an author's ideas. <p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> ○ Use adjectives and adverbs to tell more about the nouns and verbs in their sentences. <p><i>Flowers for Algernon (WG)</i></p> <ul style="list-style-type: none"> ○ Use context vocabulary to help the reader understand the text. <p><i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> ○ Identify and label pronoun cases (nominative/ 	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> ○ Identify the subject complement. ○ Explain the function of the subject complement in a sentence. <p><i>The Invention of Everything Else (SC)</i></p> <ul style="list-style-type: none"> ○ Identify adjectives and adverbs in a sentence. ○ Identify adjectives and adverbs as positive, comparative, or superlative. ○ Use adjectives and adverbs in a paragraph.

<p>and indefinite pronouns. 6-8:S10-I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative). 6-8:S10-I-10: using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause). 6-8:S10-I-11: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). 6-8:S10-I-13: using irregularly occurring modals (e.g., <i>ought, had, better</i>).</p>			<p>subjective, objective, possessive).</p>	
<p>8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>		<p><i>The Diary of Anne Frank Act 11 (WC)</i> ○ Identify and label simple verb tenses (present, past, future). <i>Performance Task Unit 2 (WC)</i> ○ Identify and use compound sentences and coordinating conjunctions. <i>Acceptance Speech for the Nobel Peace Prize (SG)</i> ○ Identify and label perfect verb tenses (present, past, future). <i>Three Cheers for the Nanny State (WC)</i> ○ Identify and label clauses (independent, dependent, subordinate, adverb, relative/adjective and noun). <i>Barrington Irving, Pilot and Educator (WC)</i> ○ Identify and label nouns and pronouns. <i>Performance Task Unit 3 (WC)</i> ○ Identify pronouns and determine pronoun-antecedent agreement.</p>	<p><i>Retort/The People, Yes (SG)</i> ○ Identify participles, participial phrases, infinitives, and infinitive phrases in a text. <i>Words Do Not Pay (SG)</i> ○ Identify and use parallelism to express ideas.</p>	<p><i>Performance Task Unit 5 (WC)</i> ○ Combine sentences using a gerund phrase. ○ Combine sentences using a participial phrase.</p>

<p>8.L.1b Form and use verbs in the active and passive voice. 6-8:S8-I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being. 6-8:S10-I-5: using verbs in the past progressive. 6-8:S10-I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> ○ Identify and label examples of verbs in active and passive voice from the text. 		<p><i>Performance Task Unit 4 (WC)</i></p> <ul style="list-style-type: none"> ○ Identify and label examples of verbs in active and passive voice from the text. 	
<p>8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 6-8:S10-I-7: using grade-appropriate verbs in the future with “going to” and “will”.</p>	<p><i>You are the Electric Boogaloo/Just be Yourself (SG)</i></p> <ul style="list-style-type: none"> ○ Identify and use the different types of verb moods (indicative, imperative, and interrogative.) <p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Identify and use the different types of verb moods (indicative, imperative, and interrogative; conditional, and subjunctive.) 			
<p>8.L.1d Recognize and correct inappropriate shifts in verbals, voice and mood. 6-8:S10-I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs. 6-8:S10-I-12: using frequently occurring imperative sentences (e.g., <i>Share your opinion with a classmate., Provide support using textual evidence.</i>). 6-8:S10-I-14: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>	<p><i>You are the Electric Boogaloo/Just be Yourself (SG)</i></p> <ul style="list-style-type: none"> ○ Identify inappropriate shifts in verb moods (indicative, imperative, and interrogative). ○ Correct inappropriate shifts in verb moods (indicative, imperative, and interrogative). <p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> ○ Identify inappropriate shifts in verb moods (indicative, imperative, and interrogative; conditional, and subjunctive). ○ Correct inappropriate shifts in 			

	verb moods (indicative, imperative, and interrogative; conditional, and subjunctive).			
8.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 6-8:S3-I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.		<i>Barrington Irving, Pilot and Educator (WC)</i> <i>Three Cheers for the Nanny State (WC)</i> <ul style="list-style-type: none"> ○ Use commas to separate two or more clauses. <i>Ban the Ban!/Soda's A Problem but...(WC)</i> <ul style="list-style-type: none"> ○ Identify and create simple, compound, complex, and complex-compound sentences. <i>Performance Task Unit 2 (WC)</i> <ul style="list-style-type: none"> ○ Use coordinating conjunctions to connect important ideas in a piece of writing. 		<i>To Fly (WC)</i> <ul style="list-style-type: none"> ○ Identify words that should be capitalized. ○ Explain why words should be capitalized.
8.L.2a Use punctuation (comma, ellipsis, and dash) to indicate a pause or break.				<i>Nikola Tesla: The Greatest Inventor of All? (SG)</i> <ul style="list-style-type: none"> ○ Identify commas and semi-colons in a sentence. ○ Use commas and semi-colons in a sentence.
8.L.2b Use an ellipsis to indicate an omission.				<i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <ul style="list-style-type: none"> ○ Use a dash in a sentence. ○ Use an ellipsis in a sentence.
8.L.2c Spell correctly.		<i>Barrington Irving, Pilot and Educator (WC)</i> <i>Performance Task Unit 3 (WC)</i> <ul style="list-style-type: none"> ○ Spell correctly. 		<i>To Fly (WC)</i> <ul style="list-style-type: none"> ○ Spell correctly. <i>Performance Task Unit 5 (WC)</i> <ul style="list-style-type: none"> ○ Spell gerund phrases correctly. ○ Spell participle phrases correctly.

<p>8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8.L.3a Use verbs in active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact).</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> ○ Identify examples of verbs in active and passive voice. 	<p><i>The Diary of Anne Frank Act II (WC)</i></p> <ul style="list-style-type: none"> ○ Rewrite text using simple past tenses. <p><i>Ban the Ban!/Soda's a Problem but...(WC)</i></p> <ul style="list-style-type: none"> ○ Use clauses to elaborate simple sentences. 	<p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Use parallelism to add rhythm and balance to writing. 	
<p>8.L.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. 6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p>			<p><i>Blue Nines and Red Words (SG)</i></p> <ul style="list-style-type: none"> ○ Apply knowledge of base words to determine the meaning of unknown words. <p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Apply knowledge of Old English prefix mis- to determine the meaning of unknown words. 	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> ○ Identify the meaning of unknown words. ○ Use vocabulary words in a sentence.
<p>8.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> ○ Identify the meaning of unknown words using context clues (antonyms). <p><i>You are the Electric Boogaloo/Just be Yourself (SG)</i></p> <p><i>Hanging Fire/Translating Grandfather's House (SG)</i></p> <ul style="list-style-type: none"> ○ Identify the meaning of unknown words using the relationships between words. ○ Use surrounding words in the sentence to uncover the meaning of the unknown word (context clues). 	<p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <ul style="list-style-type: none"> ○ Use context clues in the sentence to uncover the meaning of the unknown word. <p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> ○ Use context as a clue to determine the meaning of a word or phrase. 	<p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> ○ Use context clues to find the meaning of unknown words. 	<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <ul style="list-style-type: none"> ○ Apply knowledge of context clues and other vocabulary strategies to determine the meaning of unfamiliar words.

<p>8.L.4b 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.</p> <p>6-8:S2-I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English Morphology to determine meaning of unknown words.</p>	<p><i>You Are The Electric Boogaloo (SG)</i> <i>Just be Yourself (SG)</i></p> <ul style="list-style-type: none"> Identify common Latin suffix (-ous). <p><i>Translating Grandfather’s House (SG)</i></p> <ul style="list-style-type: none"> Identify and use etymology to understand its meaning. Use etymology to enhance the understanding of the text. <p><i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> Identify and use Greek root – psych. 	<p><i>The Diary of Anne Frank Act 1 (WC)</i></p> <ul style="list-style-type: none"> Identify common Latin suffix (-ion). <p><i>The Diary of Anne Frank Act II (WC)</i></p> <ul style="list-style-type: none"> Identify common Latin suffix (-ent). <p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <ul style="list-style-type: none"> Identify the Latin root –strict. <p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> Identify common word families –trauma. <p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> Identify the Old English suffix –ful. <p><i>Three Cheers for the Nanny State (WC)</i></p> <ul style="list-style-type: none"> Identify common Latin root – just. <p><i>Ban the Ban! Soda’s a Problem but...(WC)</i></p> <ul style="list-style-type: none"> Identify common Latin prefix -ex. 	<p><i>Flowers for Algernon (WC)</i></p> <ul style="list-style-type: none"> Identify and use Latin prefix (sub-). 	<p><i>Uncle Marcos (WC)</i></p> <ul style="list-style-type: none"> Identify common Latin suffix (-ity). <p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> Identify common Old English prefix (fore-). <p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <ul style="list-style-type: none"> Identify common Latin root (-vers-).
<p>8.L.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.</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> Determine the meaning of unknown words using a dictionary or thesaurus. <p><i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself(SG)</i> <i>The Setting Sun and the Rolling World (SG)</i></p> <ul style="list-style-type: none"> Use reference materials to determine the meaning of unknown words. 	<p><i>The Diary of Anne Frank Act 1I (WC)</i> <i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> Use reference materials to determine the meaning of unknown words. 	<p><i>Retort/The People, Yes (SG)</i></p> <ul style="list-style-type: none"> Use reference materials to determine the meaning of unknown words. <p><i>Follow the Rabbit-Proof Fence (SG)</i></p> <ul style="list-style-type: none"> Determine the meaning of unknown words using a dictionary or thesaurus. 	<p><i>Nikola Tesla: The Greatest Inventor of All? (SG)</i></p> <ul style="list-style-type: none"> Use a dictionary to determine other meanings of a word. <p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <ul style="list-style-type: none"> Use a dictionary to determine the meaning of words. Use a dictionary to explain how the root contributes to the meaning of the word.
<p>8.L.4d Verify the preliminary determination of the meaning of a word or phrase.</p>	<p><i>Medicine Bag (WC)</i></p> <ul style="list-style-type: none"> Determine the meaning of unknown words using a 	<p><i>Anne Frank: The Diary of a Young Girl (SG)</i> <i>Acceptance Speech for the Nobel</i></p>	<p><i>Words Do Not Pay (SG)</i></p> <ul style="list-style-type: none"> Verify unknown words using a dictionary or thesaurus. 	

	dictionary or thesaurus.	<i>Peace Prize (SG)</i> <i>Three Cheers for the Nanny State (WC)</i> ○ Verify unknown words using a dictionary or thesaurus.		
8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			<i>Words Do Not Pay (SG)</i> ○ Use persuasive techniques and word choice to enhance an argument. ○ Use word choice (denotations/connotations) to convey tone. <i>Follow the Rabbit-Proof Fence (SG)</i> ○ Use sensory details (point of view, mood) to write an effective description. <i>Flowers For Algernon (WC)</i> ○ Use understanding of word relationships to show whom or what is affected by a verb's action (direct/indirect object).	
8.L.5a Interpret figures of speech (e.g., verbal irony, puns) in context. 6-8:S2-I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.				<i>To Fly (WC)</i> ○ Interpret how allusion impacts the meaning of the text. <i>The Invention of Everything Else (SC)</i> ○ Interpret how different forms of figurative language impact the meaning of the text (simile, metaphor, personification).
8.L.5b Use the relationship between particular words to better understand each of the words. 6-8:S2-I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. 6-8:S2-I-3: apply context clues, information from visual aids,	<i>The Setting Sun and the Rolling World (SG)</i> ○ Identify the meaning of unknown words using base words.	<i>The Diary of Anne Frank Act 1 (WC)</i> <i>Barrington Irving, Pilot and Educator (WC)</i> ○ Identify and use principle verb parts to understand regular and irregular verb patterns. <i>Three Cheers for the Nanny State (WC)</i>	<i>Retort/The People, Yes (SG)</i> ○ Identify the meaning of unknown archaic words.	<i>Nikola Tesla: The Greatest Inventor of All? (SG)</i> ○ Use base words as a means of gaining understanding of a text.

reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.		<i>Ban the Ban! Soda's a Problem but...(WC)</i> <ul style="list-style-type: none"> Use the relationship between particular words to better understand each word. 		
8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself (SG)</i> <ul style="list-style-type: none"> Explain the meaning of the terms connotation (associations) and denotation (definitions). Distinguish among the connotations of words with similar denotations. 		<i>Words Do Not Pay (SG)</i> <ul style="list-style-type: none"> Distinguish the difference in denotations between similar words with the same prefix. 	<i>The Invention of Everything Else (SG)</i> <ul style="list-style-type: none"> Distinguish among the connotations of words with similar denotations.
8.L.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. 6-8:S4-I-3: use grade-appropriate general academic and domain-specific words and phrases. 6-8:S5-I-1: adapt language choices and style (includes register) according to purpose, task, and audience. 6-8:S5-I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas. 6-8:S8-I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.	<i>Apache Girl's Rite of Passage (WC)</i> <ul style="list-style-type: none"> Use domain-specific and academic words and phrases to build comprehension and expression. 	<i>Maus (SG)</i> <ul style="list-style-type: none"> Use domain-specific and academic words and phrases to build comprehension and expression. 	<i>The Moth Presents: Aleeza Kazmi Flowers for Algernon (WC)</i> <i>The Theory of Multiple Intelligences Infographic (SG)</i> <ul style="list-style-type: none"> Use domain-specific and academic words and phrases to build comprehension and expression. 	<i>Nikola Tesla: The Greatest Inventor of All? (SG)</i> <ul style="list-style-type: none"> Use domain-specific words to build comprehension.
Speaking and Listening Standards				
8.SL.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	<i>Hanging Fire(SG)</i> <i>Translating Grandfather's House(SG)</i> <ul style="list-style-type: none"> Conduct a group discussion exploring two texts. 	<i>The Diary of Anne Frank Act 11 (WC)</i> <ul style="list-style-type: none"> Deliver a dramatic reading with a partner exploring the text. 	<i>The Moth Presents: Aleeza Kazmi The Theory of Multiple Intelligences Infographic (SG)</i> <i>The Retort/The People, Yes (SG)</i> <i>Performance Task Unit 3 (SG)</i>	<i>Uncle Marcos (WC)</i> <i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Sounds of a Glass Harmonica (SG)</i> <i>Performance Task Unit 5 (SG)</i>

<p>issues, building on others' ideas and expressing their own clearly.</p> <p>8.SL.1a <i>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.</i></p> <p>6-8:S6-I-1: participate in extended conversations and discussions about a variety of topics and texts.</p> <p>6-8:S6-I-6: refer to previously read or researched information during collaborative oral and written discussions.</p>		<ul style="list-style-type: none"> ○ Come to discussion prepared with materials that explicitly draw on ideas. <p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct a group discussion exploring the text. 	<p><i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> ○ Come to discussion prepared with materials that explicitly draw on ideas. <p><i>The Retort/The People, Yes (SG)</i></p> <ul style="list-style-type: none"> ○ Deliver a dramatic reading with a partner exploring the text. 	<ul style="list-style-type: none"> ○ Participate in a class discussion. ○ Read or study required material. ○ Refer to evidence on topic, text, or issue to probe and reflect on ideas.
<p>8.SL.1b <i>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</i></p> <p>6-8:S6-I-3: express own ideas clearly using the rules for discussion.</p>		<p><i>The Diary of Anne Frank Act 11 (WC)</i></p> <p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <p><i>Acceptance Speech for the Nobel Peace Prize (SG)</i></p> <ul style="list-style-type: none"> ○ Use appropriate rules for collegial discussions and decision making. ○ Evaluate peers using rubric. 	<p><i>The Theory of Multiple Intelligences Infographic (SG)</i></p> <ul style="list-style-type: none"> ○ Use appropriate rules for collegial discussions and decision making. 	<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <p><i>Performance Task Unit 5 (SG)</i></p> <ul style="list-style-type: none"> ○ Follow rules for participation and discussion (<i>assign positions, choose a moderator, listen carefully to opposing side</i>). <p><i>Sounds of a Glass Harmonica (SG)</i></p> <ul style="list-style-type: none"> ○ Follow rules for participation and discussion (<i>assigned parts</i>).
<p>8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>6-8:S6-I-4: pose and respond to relevant questions about a variety of topics and texts.</p>	<p><i>Hanging Fire (SG)</i></p> <p><i>Translating Grandfather's House(SG)</i></p> <ul style="list-style-type: none"> ○ Pose questions that connect the ideas of several speakers. Respond to others' questions and comments. 	<p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <ul style="list-style-type: none"> ○ Pose questions that connect the ideas of several speakers. ○ Respond to others' questions and comments. 	<p><i>The Moth Presents: Aleeza Kazmi</i></p> <p><i>The Theory of Multiple Intelligences Infographic (SG)</i></p> <p><i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> ○ Pose questions that connect the ideas of several speakers. ○ Respond to others' questions and comments. 	<p><i>Uncle Marcos (WC)</i></p> <p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i></p> <p><i>Performance Task Unit 5 (SG)</i></p> <ul style="list-style-type: none"> ○ Pose questions that connect the ideas of several speakers. ○ Respond to others' questions and comments.

<p>8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented. 6-8:S6-I-5: acknowledge information expressed by others by paraphrasing key ideas & expressed and responding with relevant information in collaborative oral and written discussions.</p>	<p><i>Hanging Fire (SG)</i> <i>Translating Grandfather's House (SG)</i></p> <ul style="list-style-type: none"> ○ Acknowledge new information by others. ○ Use new information to draw final conclusions. 	<p><i>Anne Frank: The Diary of a Young Girl (SG)</i></p> <ul style="list-style-type: none"> ○ Acknowledge new information by others. ○ Use new information to draw final conclusions. 	<p><i>The Moth Presents: Aleeza Kazmi The Theory of Multiple Intelligences Infographic (SG)</i> <i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> ○ Acknowledge new information by others. ○ Use new information to draw final conclusions. 	<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Performance Task Unit 5 (SG)</i></p> <ul style="list-style-type: none"> ○ Acknowledge new information by others. ○ Use new information to draw final conclusions.
<p>8.SL.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. 6-8:S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme.</p>	<p><i>Medicine Bag (WC)</i> <i>Apache Girl (WC)</i></p> <ul style="list-style-type: none"> ○ Analyze how each media format describes the topic. ○ Identify strengths and weaknesses of each media format. 	<p><i>Maus (SG)</i></p> <ul style="list-style-type: none"> ○ Analyze the author's personal motives for creating the graphic novel. 	<p><i>The Moth Presents: Aleeza Kazmi</i></p> <ul style="list-style-type: none"> ○ Analyze the author's personal motives using a particular media format. 	
<p>8.SL.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. 6-8:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 6-8:S8-I-2: determine whether the evidence is sufficient to support the claims.</p>		<p><i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> ○ Evaluate a speaker's argument using a provided rubric. 		<p><i>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</i> <i>Performance Task Unit 5 (SG)</i></p> <ul style="list-style-type: none"> ○ Evaluate a speaker's argument to determine if it makes sense. ○ Evaluate a speaker's argument to identify if there is a lack of evidence.
<p>8.SL.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</p>	<p><i>The Medicine Bag(WC)</i></p> <ul style="list-style-type: none"> ○ Write and present a salient monologue expressing important details. ○ Present salient information using appropriate eye contact, adequate volume, 	<p><i>The Diary of Anne Frank Act 11 (WC)</i></p> <ul style="list-style-type: none"> ○ Present salient information using appropriate eye contact, appropriate gestures and movements, adequate volume, and clear 	<p><i>Performance Task Unit 3 (SG)</i> <i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> ○ Present salient information using appropriate eye contact, appropriate gestures and movements, adequate volume, and clear 	<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> ○ Deliver an informative presentation, using appropriate eye contact and adequate volume. <p><i>Performance Task Unit 5 (SG)</i></p> <ul style="list-style-type: none"> ○ Conduct a debate, using

<p>clear pronunciation. 6-8:S3-I-1: deliver oral presentations that include relevant details and examples to develop a topic. 6-8:S4-I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 6-8:S7-I-1: gather information from print and digital provided resources to answer a question. 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</p>	<p>and clear pronunciation. <i>You are the Electric Boogaloo (SG)</i> <i>Just be Yourself(SG)</i></p> <ul style="list-style-type: none"> ○ Use relevant and salient evidence from the text. ○ Present salient information using appropriate eye contact, adequate volume, and clear pronunciation. <p><i>Performance Task Unit 1(SG)</i></p> <ul style="list-style-type: none"> ○ Write a series of salient nonfiction narratives. 	<p>pronunciation. <i>Barrington Irving, Pilot and Educator (WC)</i></p> <ul style="list-style-type: none"> ○ Use relevant and salient evidence from the text. ○ Present salient information using appropriate eye contact, adequate volume, and clear pronunciation. 	<p>pronunciation.</p>	<p>appropriate eye contact and clear pronunciation.</p>
<p>8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><i>You are the Electric Boogaloo(SG)</i> <i>Just be Yourself(SG)</i></p> <ul style="list-style-type: none"> ○ Use visual displays in presentation to clarify information. <p><i>Performance Task Unit 1(SG)</i></p> <ul style="list-style-type: none"> ○ Use multimedia to enhance presentation. 	<p><i>Performance Task Unit 2 (SG)</i></p> <ul style="list-style-type: none"> ○ Use multimedia to enhance presentation. 	<p><i>Retort/The People, Yes (SG)</i> <i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> ○ Integrate multimedia and visual displays to clarify information in a presentation. 	<p><i>To Fly (WC)</i></p> <ul style="list-style-type: none"> ○ Create an informative presentation, using images, tables, or charts to illustrate ideas. <p><i>Sounds of a Glass Harmonica (SG)</i></p> <ul style="list-style-type: none"> ○ Create a multimedia presentation, using text, visuals, and audio in a seamless, easy-to-follow manner.
<p>8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 6-8:S5-I-1: adapt language choices and style (includes register) according to purpose, task, and audience.</p>		<p><i>Performance Task Unit 2 (SG)</i></p> <ul style="list-style-type: none"> ○ Use a formal tone, appropriate eye contact, adequate volume, and clear pronunciation. ○ Present with a measured pacing that helps the audience comprehend the information. 	<p><i>Performance Task Unit 4 (SG)</i></p> <ul style="list-style-type: none"> ○ Use a formal tone, appropriate eye contact, adequate volume, and clear pronunciation. ○ Present with a measured pacing that helps the audience comprehend the information 	

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
X	X	X	X	8.RL.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.
X		X		8.RL.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.
X	X	X		8.RL.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.
				Reading Informational Text:
	X	X	X	8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	X	X	X	8.RI.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.
	X	X	X	8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	X			8.RI.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.
	X			8.RI.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.
				Writing:
	X		X	8.W.1 Write arguments to support claims with clear reasons and relevant evidence.
	X		X	8. W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	X		X	8. W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	X		X	8. W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	X			8. W.1d Establish and maintain a formal style.
	X		X	8. W.1e Provide a concluding statement or section that follows from and supports the argument presented.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
	X	X	X	8.RL.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.
X		X	X	8.RL.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.
X		X		8.RL.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.
	X	X		8.RL.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.
		X	X	8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
X	X	X	X	8.RL.10 By the end of the year, Proficiently and independently read and comprehend literature, including stories, drama, and poetry in a text complexity range determined by qualitative and quantitative measure appropriate to grade 8.
				Reading Informational Text:
	X			8.RI.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.
	X	X		8.RI.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.
X	X	X	X	8.RI.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.

X	X	X		8.RI.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.
X	X	X	X	8.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.
Writing:				
X	X	X	X	8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
X	X	X		8.W.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.
X	X	X		8.W.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	X	X		8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	X	X		8.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	X	X		8.W.2e Establish and maintain a formal style.
X	X	X		8.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
X		X		8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
X		X		8.W.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.
X		X		8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
X				8.W.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.
X		X		8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
X				8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.
*	*	*	*	8.W.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.)
X	X	X	X	8.W.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.)
	X			8.W.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.
X	X	X	X	8.W.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.
X	X	X		8.W.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.
		X		8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8.W.9a Apply grade 8 reading standards to literature.
	X		X	8.W.9b Apply grade 8 reading standards to literary nonfiction.
X	X	X	X	8.W.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.
Language:				
X	X	X	X	8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	X	X	X	8.L.1a Explain the function of verbals (gerunds, participles, infinitive) in general and their function in particular sentences.

X		X		8.L.1b Form and use verbs in the active and passive voice.
X				8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
X				8.L.1d Recognize and correct inappropriate shifts in verbals, voice and mood.
	X	X		8.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		X		8.L.2a Use punctuation (comma, ellipsis, and dash) to indicate a pause or break.
		X		8.L.2b Use an ellipsis to indicate an omission.
	X	X		8.L.2c Spell correctly.
X	X	X		8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8.L.3a Use verbs in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact.)
		X	X	8.L.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.
X	X	X	X	8.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
X	X	X	X	8.L.4b 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.
X	X	X	X	8.L.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.
X	X	X		8.L.4d Verify the preliminary determination of the meaning of a word or phrase.
		X		8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		X		8.L.5a Interpret figures of speech (e.g., verbal irony, puns) in context.
X	X	X	X	8.L.5b Use the relationship between particular words to better understand each of the words.
X		X	X	8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
X	X	X	X	8.L.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.
Speaking and Listening:				
X	X	X	X	8.SL.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. 8.SL.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.
	X	X	X	8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
X	X	X	X	8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
X	X	X	X	8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
X	X	X		8.SL.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.
	X		X	8.SL.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.
X	X	X	X	8.SL.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.
X	X	X	X	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	X	X		8.SL.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.)

*embedded in each mode of writing.