

Grade Eight

Tecumseh School District
ELA Curriculum Map

Quarter 1

Standard	Learning Targets	Notes
<p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>Knowledge target: Identify:</p> <ul style="list-style-type: none"> • the central idea of a text • ideas that support the central idea <p>Reasoning target: Determine the relationship of ideas that support the central idea</p> <p>Analyze the development of the central idea over the course of the text</p> <p>Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea</p>	
<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Knowledge target: Identify mediums of different types:</p> <ul style="list-style-type: none"> • print • digital • video • multimedia <p>Define evaluate</p> <p>Use different mediums</p>	<p style="text-align: center;">TSB The Survivor Man Expository Essay</p>
<p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p>	<p>Knowledge target: Define and identify:</p> <ul style="list-style-type: none"> • relevant/irrelevant evidence • sufficient/insufficient evidence • sound/unsound reasoning in informational text 	<p style="text-align: center;">Scope argument</p>
<p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>Knowledge target: Identify/understand:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9</p>	<p style="text-align: center;">QTV Book proj- T&L AR requirement</p>

Standard	Learning Targets	Notes
<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>Knowledge target: Identify the:</p> <ul style="list-style-type: none"> • key ideas explicitly stated in the text • evidence in the text that strongly supports the key ideas <p>Recognize the difference between inference and what is explicitly stated in the text.</p>	<p>TSB Landlady Scary Unit</p>
<p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Knowledge target: Understand theme and central idea of a text</p> <p>Know the literary elements (characters, setting, plot)</p> <p>Objectively summarize a text</p>	<p>scope TSB Ibis T&L summer reading</p>
<p>RL.8.2 Analyze how particular lines of dialogue or incidents in a story or drama propel the actions, reveal aspects of a character, or provoke a decision</p>	<p>Knowledge target: Identify elements of literature:</p> <ul style="list-style-type: none"> • dialogue • plot • characterization 	<p>scope string story TSB</p>
<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p>	<p>Knowledge target: identify:</p> <ul style="list-style-type: none"> • words and phrases • figurative words and phrases • connotative words and phrases <p>in a text</p> <p>Identify meaning and tone of a text</p> <p>Identify:</p> <ul style="list-style-type: none"> • analogies • allusions to other texts 	
<p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</p>		<p>Shadow Club</p>

Standard	Learning Targets	Notes
<p>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently</p>	<p>Knowledge target: Identify/understand in literary text::</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9</p> <p>Reasoning Target: Comprehend in literary text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently</p>	
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p>		

Standard	Learning Targets	Notes
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Reasoning target: Determine how to introduce claims, acknowledge or distinguish alternate or opposing claims</p> <p>Organize reasons and evidence logically</p> <p>Build support for claims with logical reasoning and relevant evidence; distinguish between relevant and irrelevant evidence</p> <p>Evaluate sources for credibility and accuracy</p> <p>Demonstrate understanding of topic or text</p> <p>Create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence using words, phrases, or clauses</p> <p>Establish and maintain a formal style</p> <p>Plan a concluding statement or section that follows from and supports the argument presented</p> <p>Product target: Write an argument which:</p> <ul style="list-style-type: none"> • support claims with clear, logical reasons and relevant evidence • introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims • demonstrates logical organization of reasons and evidence • cites credible and accurate sources of information • demonstrates an understanding of the topic or text • uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence • establishes and maintains a formal style • provides a concluding statement that follows from and supports the argument presented 	<p>TSB Journals Blog Circle Justice Claim</p>

Standard	Learning Targets	Notes
W.8.1 Write arguments to support claims with clear reasons and relevant evidence c. use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence		Expository TSB
W.8.1 Write arguments to support claims with clear reasons and relevant evidence d. establish and maintain a formal style		

Standard	Learning Targets	Notes
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p>Knowledge target:</p> <p>Identify topic</p> <p>Select relevant content for topic</p> <p>Identify precise language and domain-specific vocabulary</p> <p>Identify formal style</p> <p>Identify a conclusion for the topic that follows from and supports the information or explanation presented</p> <p>Reasoning target:</p> <p>Organize:</p> <ul style="list-style-type: none"> • ideas • concepts • information <p>into broader categories</p> <p>Analyze and organize relevant content:</p> <ul style="list-style-type: none"> • using facts • definitions • concrete details • quotations <p>to develop the topic</p> <p>Select appropriate and varied transitions to create cohesion and clarify relationships</p> <p>Determine precise language and domain specific vocabulary</p> <p>Determine an effective, supportive conclusion for the topic or section that follows from and supports the information or explanation presented</p>	

Standard	Learning Targets	Notes
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p>Product target: Write an informative/explanatory text examining a topic to:</p> <ul style="list-style-type: none"> • convey ideas • concepts • information through the: • selection • organization • analysis of relevant content <p>Introduce topic previewing what is to follow</p> <p>Organize:</p> <ul style="list-style-type: none"> • ideas • concepts • information <p>into broader categories</p> <p>Develop the topic with:</p> <ul style="list-style-type: none"> • relevant, well-chosen facts • definitions • concrete details • quotations • other information • examples <p>Apply:</p> <ul style="list-style-type: none"> • formatting • graphics • multimedia <p>to aid comprehension</p> <p>Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion</p> <p>Use precise language and domain-specific vocabulary</p> <p>Establish and maintain a formal style</p> <p>Provide an effective, concluding statement or section that supports the topic</p>	

Standard	Learning Targets	Notes
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p>	<p>Knowledge target: Identify various points of view in narratives</p> <p>identify narrative techniques used in a variety of narratives</p> <p>Recognize how authors use:</p> <ul style="list-style-type: none"> • precise words/phrases • description • sensory details <p>to help readers visualize or sense the action of a narrative</p>	
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>c. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</p>		
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>d. use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p>		
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>e. provide a conclusion that follows from and reflects on the narrated experiences or events</p>		
<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p>	<p>Knowledge target: The underpinning knowledge targets are found in writing standards 1, 2, 3, 7, 8, 9 and language standards 1-6</p>	
<p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52)</p>		<p>blog</p>

Standard	Learning Targets	Notes
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others	Knowledge target: Identify publishing and collaborative options that use technology Know how to collaborate effectively for an intended purpose Select technology to present information and ideas	library
W.8.7 Conduct short research projects to answer a question (including a self-generated question). drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration		
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation		library
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research		
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	Knowledge target: Identify: <ul style="list-style-type: none"> • task • audience • purpose for various types of writing	

Standard	Learning Targets	Notes
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>Knowledge target: Identify key ideas from reading material or research Describe components of collegial discussion and decision-making Recognize key ideas and new information posed during discussions Reasoning target: Analyze text, issues, and others' opinions Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others Evaluate personal views and the views of others Track progress toward specific goals and deadlines, defining individual roles as needed Track progress toward specific goals and deadlines, defining individual roles as needed Evaluate new information posed and personal views, as well as the views of others Formulate comments, questions, and responses based on evidence, observations, and ideas. Performance skill target: Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts Demonstrate collegial rules for discussion and decision-making Articulate own ideas clearly Pose relevant questions that connect ideas of several speakers Respond to questions and comments with relevant details Acknowledge new information posed and use evidence to justify personal view point</p>	
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly a. come to discussions prepared, having read or researched material under study; explicitly draw on the preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p>		
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly b. follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		

Standard	Learning Targets	Notes
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>c. pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant</p>		
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>d. acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p>		
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>Knowledge target: Identify claims/findings</p> <p>Identify:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation 	
<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p>	<p>Knowledge target: Integrate multimedia and visual displays</p> <p>Reasoning target: Determine when to integrate multimedia and visual displays to:</p> <ul style="list-style-type: none"> • clarify information • strengthen claims and evidence <p>Determine when o integrate multimedia and visual displays to add interest.</p>	
<p>SL.8.6 Adapt speech to a variey of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 language standards 1 and 3 on page 52 for specific expectations)</p>	<p>Knowledge target: Describe the qualities of formal speech</p> <p>Describe the qualities of informal speech</p> <p>(the underpinning knowledge targets are found in Language Standards 1 and 3)</p>	

Standard	Learning Targets	Notes
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Identify verb moods: <ul style="list-style-type: none"> • indicative • imperative • interrogative • conditional • subjunctive Recognize inappropriate verb voice and mood	
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking b. form and use verbs in the active and passive voice		
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood		
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking d. recognize and correct inappropriate shifts in verb voice and mood		

Standard	Learning Targets	Notes
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Knowledge target: Apply correct capitalization, punctuation, and spelling when writing</p> <p>Use punctuation (commas, ellipsis, dash) to indicate a pause or a break</p> <p>Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical)</p> <p>Know that the interrupting element can be a phrase, an adverb like <i>however</i>, a transitional phrase like <i>in fact</i>, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation</p> <p>Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time</p> <p>Know that an ellipsis is three or four dots within the sentence</p> <p>Use a dash to set off material that is parenthetical or summary in nature</p> <p>Know that a dash is two hyphens without a space between them or on either side</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p>	
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. use punctuation (comma, ellipsis, dash) to indicate a pause or break</p>		
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. spell correctly</p>		

Standard	Learning Targets	Notes
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	<p>Knowledge target: Recognize the conventions of language for:</p> <ul style="list-style-type: none"> • writing • speaking • reading • listening <p>Recognize when:</p> <ul style="list-style-type: none"> • verbs are active or passive voice • verbs are conditional and subjunctive mood 	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	<p>Knowledge target: Recognize that many words have more than one meaning</p> <p>Identify common, grade-appropriate Greek and Latin affixes and roots</p> <p>Determine the meaning of a word or phrase by:</p> <ul style="list-style-type: none"> • using context clues • using common Greek and Latin affixes and roots <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> <p>Reasoning target: Verify the initial determination of the meaning of a word</p> <p>Clarify the intended meaning of multiple-meaning words and phrases</p> <p>Consult general and specialized reference materials, both print and digital, to:</p> <ul style="list-style-type: none"> • find pronunciation • determine or clarify precise meaning or part of speech 	
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>a. 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>		

Standard	Learning Targets	Notes
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>b. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>d. verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>c. 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>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Define the meaning of the terms connotation and denotation (e.g., bullheaded, willful, firm, persistent, resolute)</p>	
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. use the relationship between particular words to better understand each of the words</p>	<p>Reasoning target: Analyze text to locate figures of speech (e.g., personification) and interpret meanings in context</p> <p>Analyze the relationship between particular words (e.g., cause/effect, part/whole, item/category) for clarity</p> <p>Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute)</p>	
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>	<p>Demonstrate the relationship between words to find the meaning</p>	

Standard	Learning Targets	Notes
<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Knowledge target: Identify general academic and domain specific words and phrases that are grade appropriate</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression</p> <p>Reasoning target: Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression</p> <p>Select appropriate references and resources to aid in gathering vocabulary knowledge</p>	

Quarter 2

Standard	Learning Targets	Notes
<p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>Knowledge target: Recognize the difference in explicitly stated information and inference information in a text</p> <p>Reasoning target: Determine strongly supporting details for:</p> <ul style="list-style-type: none"> • what is explicitly stated • inferences made <p>Make inferences about what is said in the text</p> <p>Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred)</p>	
<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Knowledge target: Define:</p> <ul style="list-style-type: none"> • compare/contrast • analogies • categorization <p>Identify:</p> <ul style="list-style-type: none"> • individuals • events • ideas <p>within a text</p>	<p style="text-align: center;">Holocaust</p>
<p>RI.8.5 Analyze in detail the structure of specific paragraph in a text, including the role of particular sentences in developing and refining a key concept</p>	<p>Knowledge targets: Identify:</p> <ul style="list-style-type: none"> • different roles of sentences • structure of a specific paragraph in an informational text. 	<p style="text-align: center;">Lincoln Gettysburg Address scope</p>
<p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Knowledge target: Determine the author's point of view or purpose</p> <p>Identify:</p> <ul style="list-style-type: none"> • evidence the author uses to support his/her viewpoint/purpose • conflicting evidence or viewpoints presented in a given text 	<p style="text-align: center;">Lincoln's Killer</p>

Standard	Learning Targets	Notes
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea	Reasoning target: Evaluate the advantages of using: <ul style="list-style-type: none"> • print • digital text • video • multimedia to present a topic or idea Evaluate the disadvantages of using: <ul style="list-style-type: none"> • print • digital text • video • multimedia to present a topic or idea	Killer newspaper pamphlet primary sources in text
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation	Knowledge target: identify differences or conflicting information Recognize facts or interpretations Identify criteria for analyzing Reasoning target: Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation	library current event bio blog
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	Reasoning target: Comprehend independently: <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9	Book proj T&L AR cont
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	Reasoning target: Analyze text by: <ul style="list-style-type: none"> • making inferences about what a text says that is not directly stated • evaluating which evidence most strongly supports the identified key ideas Cite the evidence used to make inferences not explicitly stated in the text	

Standard	Learning Targets	Notes
<p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text</p>	<p>Reasoning target: Analyze the development of a theme or central idea over the course of a text</p> <p>Analyze its relationship to the literary elements over the course of a text</p> <p>Provide an objective summary of the text</p>	
<p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p>	<p>Reasoning target: Analyze lines of dialogue for:</p> <ul style="list-style-type: none"> • propelling action • revealing characters • provoking decisions <p>Analyze lines of incidents for:</p> <ul style="list-style-type: none"> • propelling action • revealing character • provoking decisions 	
<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		
<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style</p>	<p>Knowledge target: Identify structural elements of two or more texts</p>	<p>Propaganda game Lincoln</p>
<p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor</p>	<p>Recognize the techniques a writer uses to build suspense</p> <p>Reasoning target: Cite examples from the text where characters with different points of view create suspense or humor</p> <p>Analyze how the characters' and the audience's varying points of view create humor and suspense.</p>	
<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p>	<p>Knowledge target: Recognize choices directors and actors make</p> <p>Define evaluate</p>	<p>landlady extension communications</p>
<p>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>		

Standard	Learning Targets	Notes
W.8.1 Write arguments to support claims with clear reasons and relevant evidence	Knowledge target: Identify and explain: <ul style="list-style-type: none"> • accurate, credible sources • phrases and clauses that create cohesion and clarify relationships • claims; alternate, counter- or opposing claims • relevance and evidence • argument • concluding statement • formal style 	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence a. introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence b. support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and emonstrating an understanding of the topic or text		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence d. establish and maintain a formal style		
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content		science social studies
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content a. introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension		

Standard	Learning Targets	Notes
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>b. use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p>	<p>Reasoning target: Interpret point of view of various narratives</p> <p>Design and organize event sequences that unfold naturally and logically</p> <p>Use a variety of transitions to shift from one setting to another</p> <p>Analyze the relationships among experiences and events</p> <p>Design an organized sequence of events with dialogue to develop experiences, events, and/or characters</p> <p>Use precise, descriptive, and sensory language to capture the action and to develop experiences and events</p> <p>Assemble a conclusion that reflects on experiences and events in a narrative</p>	
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>c. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences</p>		
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>d. use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p>		

Standard	Learning Targets	Notes
<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p>	<p>Reasoning target: Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> • task • purpose • audience <p>Determine suitable:</p> <ul style="list-style-type: none"> • idea development strategies • organization • style <p>appropriate to task purpose and audience</p> <p>(Additional underpinning reasoning targets are found writing standards 1, 2, 3, 7, 8, 9)</p>	
<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 8 on page 52)</p>	<p>Knowledge target: With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach • recognize how well to focus on: <ul style="list-style-type: none"> purpose audience <p>Know how to edit for conventions of writing demonstrating (see language standards 1-3 up to and including grade 8 on page 52)</p>	<p>blog</p>
<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p>	<p>Reasoning target: Determine the best technology tools for producing and publishing writing, including on-line tools</p> <p>Determine the best technology options for communicating and collaborating with others, including on-line tools</p> <p>Evaluate the relationship between information presented and ideas expressed</p>	<p>comm lib</p>

Standard	Learning Targets	Notes
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	Knowledge target: Apply: <ul style="list-style-type: none"> • reliable sources of information • appropriate inquiry methods to conduct a research project • multiple avenues of exploration (technology, library skills, etc) 	
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation		library
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	Knowledge target: identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly	Lincoln
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research b. apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")		
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Reasoning target: Determine: <ul style="list-style-type: none"> • task • purpose • audience for various types of writing over extended and short time frames	
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly		
SL.8.1 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 a. come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion		

Standard	Learning Targets	Notes
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>b. follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p>		
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>c. pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas</p>		
<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</p>	<p>Knowledge target: Identify author's purpose of information presented</p> <p>Identify author's motives for the presentation of information</p>	
<p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p>	<p>Knowledge target: Define and identify a speaker's:</p> <ul style="list-style-type: none"> • argument • claims <p>Define and identify:</p> <ul style="list-style-type: none"> • sound reasoning • unsound reasoning • relevant evidence • irrelevant evidence • sufficient evidence • insufficient evidence 	

Standard	Learning Targets	Notes
<p>SL.8.4 Present claims and finding, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>Reasoning target: Determine:</p> <ul style="list-style-type: none"> • salient points • relevant evidence • sound, valid reasoning • well-chosen details <p>Organize points and details in a coherent manner</p> <p>Performance skill target: Give oral presentation presenting claims and findings emphasizing salient points with:</p> <ul style="list-style-type: none"> • relevant evidence • sound, valid reasoning • well-chosen details <p>in a focused, coherent manner</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> • appropriate eye contact • adequate volume • clear pronunciation 	
<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p>		
<p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (see grade 8 language standards 1 and 3 on page 52 for specific expectations)</p>	<p>Reasoning target: Determine if formal or informal speech is appropriate in the context of a given situation</p>	
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p>Recognize verbs:</p> <ul style="list-style-type: none"> • active voice • passive voice 	
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking b. form and use verbs in the active and passive voice</p>	<p>Knowledge target:</p> <ul style="list-style-type: none"> • gerunds • participles • infinitives 	

Standard	Learning Targets	Notes
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>d. recognize and correct inappropriate shifts in verb voice and mood</p>	<p>Use the following verb moods correctly:</p> <ul style="list-style-type: none"> • indicative • imperative • interrogative • conditional • subjunctive <p>in writing and speaking</p> <p>Correct inappropriate shifts in verb voice and moon</p>	
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. use punctuation (comma, ellipsis, dash) to indicate a pause or break</p>		
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>b. use an ellipsis to indicate an omission</p>		
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>c. spell correctly</p>		
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p>Determine when to use:</p> <ul style="list-style-type: none"> • verbs in active or passive voice • verbs in the conditional and subjunctive mood <p>to achieve particular effects when writing</p>	
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. 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</p>		

Standard	Learning Targets	Notes
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>b. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>d. verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>c. 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>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p>Knowledge target: Recognize the:</p> <ul style="list-style-type: none"> • meaning of figurative language (e.g., verbal, irony, puns) • different types of relationships of words 	
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>a. interpret figures of speech (e.g., verbal irony, puns) in context</p>		
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>b. use the relationship between particular words to better understand each of the words</p>		
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>c. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>		
<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>		

Standard	Learning Targets	Notes
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text		
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently		
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts		
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style	Reasoning target: Compare and contrast the structure of two literary texts Analyze how the structure of each text contributes to its meaning and style	bi weekly writing writing for the audience
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor	Recognize the techniques writers use to add humor Knowledge target: Define: <ul style="list-style-type: none"> • dramatic irony • suspense • humor Identify characters' points of view	Charles O'henry
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors	Reasoning target: Compare and contrast text (story or drama) and live or filmed production Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production Evaluate the outcome/impact of choices made by directors and actors	communications Griffin Director's cut

Standard	Learning Targets	Notes
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence d. establish and maintain a formal style		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence e. provide a concluding statement or section that follows from and supports the argument presented		library
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content		
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content a. introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension		Holocaust
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences c. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events		
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences d. use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events		
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences e. provide a conclusion that follows from and reflects on the narrated experiences or events		

Standard	Learning Targets	Notes
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)	Performance skill target: (The underpinning skill targets are found in Writing standards 5, 6, 7, 10)	
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (editing for convention should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52)	Reasoning target: With some guidance and support from peers and adults, student develop and strengthen writing by: <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : <ul style="list-style-type: none"> • audience • purpose have been addressed	
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others		comm lib
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	Reasoning target: Determine which facts/examples best answer a question Draw conclusions about the validity of sources Formulate questions, either verbally or written, that would allow for other avenues of exploration Conduct short research projects that: <ul style="list-style-type: none"> • answers questions (including self-generated questions) • draw on several sources • generated additional related focused questions that allow for multiple avenues of exploration 	library
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation		

Standard	Learning Targets	Notes
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	<p>Reasoning target: Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p>	Holocaust Tragedy reveal
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research b. apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")		
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Performance skill target: Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes <p>for a shortened time frame (a single sitting or a day or two)</p> <p>Write for various:</p> <ul style="list-style-type: none"> • audiences • purposes <p>with an extended time frame (time for research, reflection, and revision)</p>	
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly		
SL.8.1 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 a. come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly b. follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed		

Standard	Learning Targets	Notes
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>c. pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant</p>		
<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motive (e.g., social, commercial, political) behind its presentation</p>	<p>Reasoning target: Analyze the purpose of information presented in diverse media and formats</p> <p>Evaluate the motive behind the presentation of the information</p>	<p>propaganda</p>
<p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p>	<p>Reasoning target: Delineate a speaker's argument and specific claims</p> <p>Evaluate the soundness of a speaker's reasoning</p> <p>Evaluate the relevance and sufficiency of a speaker's evidence</p> <p>Distinguish between:</p> <ul style="list-style-type: none"> • sound and unsound reasoning • relevant and irrelevant evidence • sufficient and insufficient evidence <p>in a speaker's argument</p>	
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>		
<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p>		
<p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3 on page 52 for specific expectations)</p>		
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>		
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</p>		

Standard	Learning Targets	Notes
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood</p>	<p>Use the following verb moods correctly:</p> <ul style="list-style-type: none"> • indicative • imperative • interrogative • conditional • subjunctive <p>in writing and speaking</p> <p>Correct inappropriate shifts in a verb voice and mood</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Explain the function of verbals in general and in sentences</p> <p>Form and use verbs in active and passive voice</p>	
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. use punctuation (comma, ellipsis, dash) to indicate a pause or break</p>		
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>b. use an ellipsis to indicate an omission</p>		
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>c. spell correctly</p>		
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p>Reasoning target:</p> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> • Writing • reading • listening 	

Standard	Learning Targets	Notes
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>a. use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>a. 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>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>b. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>d. verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>c. 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>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>		
<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>		

Quarter 4

Standard	Learning Targets	Notes
<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</p>	<p>Reasoning target: Determine the meaning of words and phrases, including the:</p> <ul style="list-style-type: none"> • figurative • connotative • technical <p>meanings of words and phrases as used in a text</p> <p>Analyze the impact of word choice on meaning and tone</p> <p>Analyze the impact of the use of analogies and allusions to other texts on meaning and tone</p>	<p style="text-align: center;">Ringside</p>
<p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p>	<p>Reasoning target: Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints</p> <p>Analyze the techniques the author uses to respond to conflicting evidence</p> <p>Support your analysis with examples from the text</p>	<p style="text-align: center;">Ringside</p>
<p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Reasoning target: Delineate the argument and specific claims in a text</p> <p>Classify:</p> <ul style="list-style-type: none"> • evidence as relevant/irrelevant • reasoning as sound/unsound • evidence as sufficient/insufficient <p>in informational text</p> <p>Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence</p>	<p style="text-align: center;">Ringside</p>
<p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently</p>		

Standard	Learning Targets	Notes
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	<p>Reasoning target: Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text</p> <p>Analyze the impact of word choices on meaning and tone of a text</p> <p>Analyze the impact of:</p> <ul style="list-style-type: none"> • analogies • allusions to other texts <p>on meaning and tone</p>	
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		Ringside Shadow Club

Standard	Learning Targets	Notes
<p>RL.8.9 analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</p>	<p>Knowledge target: Identify:</p> <ul style="list-style-type: none"> • theme • pattern of events or • character types <p>Determine the similarities and differences between a:</p> <ul style="list-style-type: none"> • modern work of fiction • myth • traditional story or • religious work <p>Reasoning target: Compare/contrast:</p> <ul style="list-style-type: none"> • themes • patterns of events • character types <p>of modern work of:</p> <ul style="list-style-type: none"> • modern work of fiction • myth • traditional story or • religious work <p>Evaluate how the myths, traditional stories, or religious are rendered new</p>	<p>Modern Tall Tale Create a modern myth needs work</p>
<p>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently</p>		
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence d. establish and maintain a formal style</p>		
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence e. provide a concluding statement or section that follows from and supports the argument presented</p>		
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>		

Standard	Learning Targets	Notes
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>Product target: Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> • engages the reader • establishes a context with point of view and introduces a narrator and/or characters • uses techniques such as: dialogue, pacing, description, and reflection to develop experiences, events, characters • uses a variety of transitions to convey sequence, signal shifts, and reflect relationships • uses appropriate precise, descriptive sensory language • leads to a reflective conclusion 	<p>Tall Tale</p>
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>e. provide a conclusion that follows from and reflects on the narrated experiences or events</p>		
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>c. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences</p>		
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>d. use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p>		
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>e. provide a conclusion that follows from and reflects on the narrated experiences or events</p>		

Standard	Learning Targets	Notes
<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (grade specific expectations for writing types are defined in standards 1-3 above)</p>	<p>Product target: Produce a writing piece that is clear and coherent with:</p> <ul style="list-style-type: none"> • idea development • organization • style <p>appropriate to task, purpose and audience</p> <p>(grade specific expectations for writing types are defined in standards 1-3 above)</p>	
<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52)</p>		<p>blog</p>
<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p>	<p>Performance skill target: Use technology:</p> <ul style="list-style-type: none"> • including the Internet, to produce, revise, edit, and publish writing • to interact and collaborate with others for an intended purpose • to present information and ideas 	<p>blog</p>
<p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>		<p>library</p>
<p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research a. apply grade 8 reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new")</p>		<p>pair</p>
<p>W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>		

Standard	Learning Targets	Notes
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly		
SL.8.1 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 a. come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly b. follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly c. pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly d. acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented		
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation		
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	Performance skill target: Integrate multimedia components/visual displays in a presentation to: <ul style="list-style-type: none"> • clarify information • strengthen claims and evidence • add interest 	science
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3 on page 52 for specific expectations)		

Standard	Learning Targets	Notes
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Performance skill target: Demonstrate command of the conventions of standard English grammar and usage speaking Form and use verbs in active and passive voice correctly	
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing a. use punctuation (comma, ellipsis, dash) to indicate a pause or break		
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing b. use an ellipsis to indicate an omission		
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing c. spell correctly		
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	Performance skill target: Use knowledge of language when speaking Use knowledge of language conventions when speaking Determine when to use: <ul style="list-style-type: none"> • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when speaking 	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening a. use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)		
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies		

Standard	Learning Targets	Notes
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>a. 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>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>b. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>d. verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>		
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>c. 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>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>		
<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>		