Curricular Framework English Language Arts-Grade 8

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.2 RI.8.2 RL.8.3 RI.8.3 RL.8.4 RI.8.4 RL.8.6 RI.8. 6	Primary Focus Standards: W.8.2A,B,C,D,E,F W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.4 SL.8.6	Primary Focus Standards: L.8.1A L.8.2C L.8.4A,C,D L.8.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Informational/Explanatory ● Literary Analysis/Research ● Routine Writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process

Unit 2	Primary Focus Standards:
	RL.8.1 RI.8.1
	RL.8.2 RI.8.2
	RL.8.6 RI 8.3
	        RI.8.4
	        RI.8.5
	        RI.8.6
	        RI.8.7
	        RI 8.8
	        RI. 8.9
		Primary Focus Standards:
		W.8.1A,B,C,D,E
		W.8.4
		W.8.5
		W.8.6
		W.8.10
		Select at least one from W.8.7, 8.8, 8.9A,B
			Primary Focus Standards:
			SL.8.1A,B,C,D
			SL.8.3
			SL.8.4
			SL.8.6
				Primary Focus Standards:
				L.8.1B
				L.8.2B,C
				L.8.3A
				L.8.4A,C,D
				L.8.5B
				L.8.6

	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Argument/Research ● Routine Writing	Task type: ● Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.2 RI.8.2 RL.8.3 RI 8.3 RL.8.4 RI.8.4 RL.8.5 RI.8.5 RL.8.6 RI.8.6 RL.8.7 RL.8.9	Primary Focus Standards: W.8.3A,B,C,D,E W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.2 SL.8.4 SL.8.6	Primary Focus Standards: L.8.1C L.8.2A,C L.8.3A L.8.4A,C,D L.8.5A,C L.8.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts	Writing Genre: ● Narrative	Task Type: ● Discuss, analyze and	These standards are embedded within the writing process

Overview	Reading	Writing	Speaking and Listening	Language
	● 4-8 shorter texts depending upon length and complexity	● Literary Analysis ● Routine Writing	present effectiveness of media messages in small groups and whole class	
Unit 4	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.2 RI.8.2 RL.8.3 RI.8.3 RL.8.4 RI.8.4 RL.8.5 RI.8.5 RL.8.6 RI.8.6 RL. 8.10 RI. 8.10	Primary Focus Standards: W.8.2A,B,C,D,E,F W.8.4 W.8.5 W.8.6 W.8.10, Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.2 SL.8.5 SL.8.6	Primary Focus Standards: L.8.1D L.8.2C L.8.4A,B,C,D L.8.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Informative and Explanatory/ Research ● Routine Writing	Task type: ● Socratic Seminars and Debates	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading ● Close In on Close Reading ● Deeply Analyze Text ● Analyze an Argument ● Understanding and Analyzing an Argument ● Informational Text Strategies ● How to Write Literary Analysis Essay ● YouTube Reading Lessons Middle School ● Common Core Strategies Teaching Reading ● Close Reading Model Lessons ● Writing Character Analysis ● Analyzing Theme ● Vocabulary Connotations - Interview with a Vocabulary Word ● Connotative/Denotative Video	Writing/Language ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center ● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing ● Discussion, Planning and Questioning ● Literary Analysis ● Perdue Owl Literary Analysis ● Edutopia Teaching Literary Analysis ● Purdue OWL Writing Lab ● Grammar ● Narrative Essay Writing	Speaking & Listening ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar	Critical Thinking ● Levels of Thinking in Bloom's and Webb's Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

Unit 1 Grade 8		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	- Closely read the text - Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim - Identify and analyze author's purposeful use of language and literary devices - Make personal connections, make connections to other text, and/or global connections when relevant - Gather evidence from the text to support inferences or explicit meaning - Paraphrase and directly quote evidence from text - Correctly cite evidence - Use evidence from the text to make and check predictions when reading - Read and analyze a variety of literary genres and informational texts - Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings - Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences - Refer to the text for support when analyzing and drawing inferences
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.	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.	- Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence - Analyze the development of the theme or central idea over the course of the fictional or informational text - Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts - Summarize the text objectively, capturing the main ideas

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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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RL.8.3: • Determine how specific events or dialogue significantly impact the development of a story • Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story • Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character • Explain why the author chose to include the dialogue or incidents • Analyze the impact of the dialogue or incidents on the reader • Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision
		RI.8.3: • Use a note taking structure to track key individuals, events, and/or ideas in informational texts • Understand how different text structures present and link information. • Reflect on how the writer's choice of structure relates to the overall central idea or purpose • Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events • Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events • Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events • Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader • Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea
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.	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.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions,

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		• impacts the reader • Evaluate the effectiveness of the author's choice to use specific word choice
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.	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.	• Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text • Explain how the author acknowledges and responds to counterarguments • Analyze how the author uses literary devices to develop effects such as suspense or humor • Analyze the impact of the author's point of view or purpose choices on the reader • Evaluate the effectiveness of the author's point of view or purpose choices

Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills

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.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
    W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    W.8.2.E. Establish and maintain a formal style.
    W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	• Focus writing on thoroughly describing or explaining a topic
	• Identify the defining elements of this specific writing genre
	• Explore topics from their content area classes
	• Write an introduction that clearly outlines ideas to follow
	• Organize ideas and information using text structures and text features
	• Write a thesis statement
	• Select facts, definitions, concrete details, quotations, or other information and examples
	• Use transitional words and phrases
	• Choose specific vocabulary and language
	• Develop and use a consistent style, approach and form for the task
	• Write a conclusion to close the ideas in the text
	• Create language that is appropriate to one's audience and a formal tone

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• Identify defining characteristics of a variety of writing tasks • Utilize strategies to unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience
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.	• Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.

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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.	- Use technological resources to enhance writing - Use technology to broaden research base - Use evidence found online to support ideas - Give and receive feedback using technology - Seek out authentic publishing opportunities
W.8.7 (Choice). 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.	- Explore inquiry topics through short research projects - Compose student-generated questions focused around areas of interest or content studies - Research and synthesize information from several sources - Develop research questions - Determine keywords or topics for each question - Conduct research and synthesize multiple sources of information - Compose follow-up research questions based on the initial search
W.8.8 (Choice). 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.	- Use search terms effectively - Write a clear thesis statement - Draw evidence from multiple texts to support thesis - Assess the credibility and accuracy of each source - Select direct and indirect quotations that relate to the topic as evidence - Follow MLA guidelines to cite direct and indirect quotations - Identify examples of plagiarism in writing - Avoid plagiarism in writing

W.8.9 (Choice). Apply *grade 8 Reading standards* to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).
 	
    W.8.9.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").
    W.8.9.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").
	- Identify evidence that supports claims in literary analysis - Incorporate textual evidence into written pieces - Logically connect evidence to claims in writing - Analyze author's use of style and structure - Identify and analyze allusions - Select direct and indirect quotations that relate to the topic as evidence

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) - Produce written reflections - Explain stylistic choices made while writing
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
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.	- Read required texts prior to discussions - Prepare for discussions - Use previous knowledge to expand discussions about a topic

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SL.8.1.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.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.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.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	• Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
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.	• Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
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 here for specific expectations.)	• Orally present information, using appropriate speech, in a variety of situations
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	• Identify verbals (gerunds, participles, infinitives) in writing • Explain the function of verbals in general • Explain the function of verbals in particular sentences
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2.C. Spell correctly.	• Apply common rules and patterns to spell words correctly
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. L.8.4.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. L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.8.4.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).	• Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • Consult reference materials that are both printed and digital
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.	• Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

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Unit 1 Grade 8	
Unit 1 Grade 8 What This May Look Like	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
District/School Texts	**District/School Supplementary Resources**
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars
This is a place to capture standards integration and instructional best practices.

Unit 2 Grade 8		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Closely read the text • Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim • Identify and analyze author's purposeful use of language and literary devices • Make personal connections, make connections to other text, and/or global connections when relevant • Gather evidence from the text to support inferences or explicit meaning • Paraphrase and directly quote evidence from text • Correctly cite evidence • Use evidence from the text to make and check predictions when reading • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper,

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		and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences
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.	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.	• Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence • Analyze the development of the theme or central idea over the course of the fictional or informational text • Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts • Summarize the text objectively, capturing the main ideas
	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	• Track key individuals, events, and/or ideas in informational texts • Understand how different text structures present and link information. • Reflect on how the writer's choice of structure relates to the overall central idea or purpose • Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events • Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events • Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events • Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader • Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea
	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.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions, impacts the reader • Evaluate the effectiveness of the author's choice to use specific word choice

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	RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	• Compare and contrast the structure of two or more texts • Provide an analysis of how the differing structure of each text contributes to its meaning and style • Analyze why each author chose their particular structure to contribute to the meaning and style of the text • Analyze the impact that the structure choice has on the reader • Make a judgment about which text structure more effectively contributes to the meaning and style of the text
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.	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.	• Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text • Explain how the author acknowledges and responds to counterarguments • Analyze how the author uses literary devices to develop effects such as suspense or humor • Analyze the impact of the author's point of view or purpose choices on the reader • Evaluate the effectiveness of the author's point of view or purpose choices
	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.	• Evaluate the impact different mediums have on central ideas presented in a text • Evaluate how messages can most effectively be delivered to the intended audience • Reflect on how effective different mediums are in expressing the message and reaching the intended audience
	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.	• Dissect the argument presented in a text • Determine how direct the link is between the speaker's overall topic to the evidence presented • Evaluate the soundness of the reasoning for an argument • Recognize when weak and/or irrelevant evidence is given for an argument • Recognize when misleading support is given for an argument • Evaluate the quality and sufficiency of the evidence given to support an argument
	R.I.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	• Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts • Analyze how details relate to the writer's overall message • Assess the credibility of the source of supporting details • Participate in seminars and debates, as well as reflections • Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation

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		• Analyze the impact that discrepancies in fact and interpretation between authors has on the reader • Make a judgment about which author's presentation of the information was more credible and effective

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills

W.8.1.Write arguments to support claims with clear reasons and relevant evidence.
    W.8.1.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.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    W.8.1.D. Establish and maintain a formal style/academic style, approach, and form.
    W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.
	• Write arguments to support claims with clear reasons and relevant evidence
	• Introduce claim(s)
	• Write a clear thesis statement
	• Address opposing claims
	• Discern claims from opposing claims
	• Organize the reasons and evidence logically.
	• Choose appropriate reasoning and evidence to support claims
	• Evaluate sources for accuracy and reliability
	• Demonstrate an understanding of the topic or text
	• Use transitional words and phrases
	• Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence
	• Choose a consistent style, approach, and form for the task
	• Close the text with a conclusion

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• Identify defining characteristics of a variety of writing tasks • Utilize strategies to unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience
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.	• Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
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.	• Use technological resources to enhance writing • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities
W.8.7 (Choice). 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.	• Explore inquiry topics through short research projects • Compose student-generated questions focused around areas of interest or content studies • Research and synthesize information from several sources

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	• Develop research questions • Determine keywords or topics for each question • Conduct research and synthesize multiple sources of information • Compose follow-up research questions based on the initial search
W.8.8 (Choice). 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.	• Use search terms effectively • Draw evidence from multiple texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow MLA guidelines to cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing

W.8.9 (Choice). Apply *grade 8 Reading standards* to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).
    W.8.9.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").
    W.8.9.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").
	• Identify evidence that supports claims in literary analysis
	• Incorporate textual evidence into written pieces
	• Logically connect evidence to claims in writing
	• Analyze author's use of style and structure
	• Identify and analyze allusions
	• Select direct and indirect quotations that relate to the topic as evidence

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Produce written reflections • Explain stylistic choices made while writing
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**

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.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.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.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.D. Acknowledge new information expressed by others, and, when
	• Read required texts prior to discussions
	• Prepare for discussions
	• Use previous knowledge to expand discussions about a topic
	• Engage in conversations about grade-appropriate topics and texts
	• Participate in a variety of rich, structured conversations
	• Define and identify rules for discussions, including group and individual roles
	• Model appropriate behavior during discussions
	• Craft and respond to specific questions based on the topic or text, elaborating when necessary
	• Reflect on and paraphrase what was discussed
	• Summarize the ideas expressed

Unit 2 Grade 8	
warranted, qualify or justify their own views in light of the evidence presented.	
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.	• Determine the speaker's argument and claims • Evaluate whether the speaker's reasoning is rational and legitimate • Evaluate whether there is enough evidence to support the claims • Identify when extraneous information is 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.	• Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
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 here for specific expectations.)	• Orally present information, using appropriate speech, in a variety of situations
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.B. Form and use verbs in the active and passive voice.	• Differentiate between active and passive voice • Identify active and passive voice in reading • Correctly use verbs in the active and passive voice when writing or speaking

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  L.8.2.B. Use an ellipsis to indicate an omission.
  L.8.2.C. Spell correctly.
	• Use punctuation (comma, ellipsis, dash) to indicate an omission
	• Apply common rules and patterns to spell words correctly

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3.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).	• Identify verbs used in the active and passive voice and in the conditional and subjunctive mood • Select verbs in various moods to achieve an intentional effect

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
  L.8.4.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.
  L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  L.8.4.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).
	• Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
	• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	• Consult reference materials that are both printed and digital

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5.B. Use the relationship between particular words to better understand each of the words.	• Identify the relationship of words • Clarify words by using the relationship between them
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-	• Understand and apply conversational, academic, and domain specific

Unit 2 Grade 8	
specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Unit 2 Grade 8 What This May Look Like	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
District/School Texts	**District/School Supplementary Resources**
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars
This is a place to capture standards integration and instructional best practices.

Unit 3 Grade 8		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Closely read the text • Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim • Identify and analyze author's purposeful use of language and literary devices • Make personal connections, make connections to other text, and/or global connections when relevant • Gather evidence from the text to support inferences or explicit meaning • Paraphrase and directly quote evidence from text

		• Correctly cite evidence • Use evidence from the text to make and check predictions when reading • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences
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.	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.	• Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence • Analyze the development of the theme or central idea over the course of the fictional or informational text • Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts • Summarize the text objectively, capturing the main ideas
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.		• Determine how specific events or dialogue significantly impact the development of a story • Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story • Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character • Explain why the author chose to include the dialogue or incidents • Analyze the impact of the dialogue or incidents on the reader • Evaluate the author's effectiveness in using particular lines of dialogue or incidents to 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.		• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions, impacts the reader • Evaluate the effectiveness of the author's choice to use specific word choice

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.		• Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept • Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept • Analyze why the author chose a particular structure • Analyze the impact that the structure choice has on the reader • Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept
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.	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.	• Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text • Explain how the author acknowledges and responds to counterarguments • Analyze how the author uses literary devices to develop effects such as suspense or humor • Analyze the impact of the author's point of view or purpose choices on the reader • Evaluate the effectiveness of the author's point of view or purpose choices
RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.		• Assess and reflect upon the similarities and differences between text and dramatic productions • Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation • Observe how closely details in the portrayal align with the details in the text that created their initial visual image • Analyze the reason behind omission and alterations • Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting • Analyze why directors or actors stay faithful or depart from the text or script • Analyze the impact of the actor or director's choices on the viewer • Evaluate the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script
RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or		• Recognize that literary themes are timeless • Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works • Read a variety of texts of varying formats and time periods that all focus around a common literary theme • Use various sources of knowledge (e.g. practical knowledge,

religious works such as the Bible, including describing how the material is rendered new.	historical/cultural context, and background knowledge) to analyze and reflect on texts • Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre. • Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach • Analyze why an author chose to draw on elements from myths, traditional stories, or religious words • Analyze the impact of the author's choice to reference elements from earlier works on the reader • Evaluate the effectiveness of the author's choice to reference earlier works
Unit 3 Writing Standards	**Unit 3 Writing Critical Knowledge and Skills**

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  W.8.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  W.8.3.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.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
	• Establish a point of view and context
	• Engage the reader with a story hook
	• Introduce a narrator and/or characters
	• Organize an event sequence that unfolds naturally and logically
	• Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
	• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
	• Use figurative language to aid in description
	• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
	• Provide a conclusion that follows from and reflects on the narrated experiences or events
	• Clearly convey a conflict and a resolution to the conflict
	• Apply the narrative plot structure to a real or imagined story
	• Demonstrate ability to create a context or setting for the story
	• Develop characters throughout the story

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• Identify defining characteristics of a variety of writing tasks • Utilize strategies to unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience
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.	• Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.

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.	• Use technological resources to enhance writing • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities
W.8.7 (Choice). 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.	• Explore inquiry topics through short research projects • Compose student-generated questions focused around areas of interest or content studies • Research and synthesize information from several sources • Develop research questions • Determine keywords or topics for each question • Conduct research and synthesize multiple sources of information • Compose follow-up research questions based on the initial search
W.8.8 (Choice). 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.	• Use search terms effectively • Draw evidence from multiple texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow MLA guidelines to cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing

W.8.9 (Choice). Apply *grade 8 Reading standards* to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).
    W.8.9.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").
    W.8.9.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").
	• Identify evidence that supports claims in literary analysis
	• Incorporate textual evidence into written pieces
	• Logically connect evidence to claims in writing
	• Analyze author's use of style and structure
	• Identify and analyze allusions
	• Select direct and indirect quotations that relate to the topic as evidence

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Produce written reflections • Explain stylistic choices made while writing
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**
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.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to	• Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations

evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.8.1.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.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.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	• Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed
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.	• Determine the purpose for presenting information in different media and formats • Interpret the presenter's purpose in conveying the information using particular media and formats • Analyze the impact that the use of particular media and formats has on the audience • Evaluate the effectiveness of the presenter's media and format choices
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.	• Present information using sound, detailed, and relevant evidence in a coherent manner • Use appropriate eye contact, adequate volume, and clear pronunciation
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 here for specific expectations.)	• Orally present information, using appropriate speech, in a variety of situations
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	• Identify a variety of verb voices and moods in reading • Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    L.8.2.C. Spell correctly.
	• Use punctuation (comma, ellipsis, dash) to indicate a pause or break
	• Apply common rules and patterns to spell words correctly

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3.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).	• Identify verbs used in the active and passive voice and in the conditional and subjunctive mood • Select verbs in various moods to achieve an intentional effect
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	• Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or

of strategies.
    L.8.4.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.
    L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    L.8.4.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).
	phrases
	• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	• Consult reference materials that are both printed and digital

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.
    L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	• Define and identify figures of speech
	• Determine the meaning of and purpose of figures of speech in context
	• Identify the relationship of words
	• Clarify words by using the relationship between them
	• Discern the difference in meaning between closely related words

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.	• Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Unit 3 Grade 8 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks

Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	Secondary Focus *This may be to develop a skill or connect to writing from resources or research writing.*	Routine Writing *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars

This is a place to capture standards integration and instructional best practices.

Unit 4 Grade 8		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Closely read the text • Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim • Identify and analyze author's purposeful use of language and literary devices • Make personal connections, make connections to other text, and/or global connections when relevant • Gather evidence from the text to support inferences or explicit meaning • Paraphrase and directly quote evidence from text • Correctly cite evidence • Use evidence from the text to make and check predictions when reading • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences
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.	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.	• Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence • Analyze the development of the theme or central idea over the course of the fictional or informational text • Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts • Summarize the text objectively, capturing the main ideas
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.	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.	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Provide an analysis of the impact of specific word choice on meaning and/or tone • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions, impacts the reader • Evaluate the effectiveness of the author's choice to use specific word choice

Curricular Framework English Language Arts-Grade 8

Unit 4 Grade 8		
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.	RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	RL.8.5: • Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept • Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept • Determine why the author chose a particular structure • Analyze the impact that the structure choice has on the reader • Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept RI.8.5: • Compare and contrast the structure of two or more texts • Provide an analysis of how the differing structure of each text contributes to its meaning and style • Determine why each author chose their particular structure to contribute to the meaning and style of the text • Analyze the impact that the structure choice has on the reader • Make a judgment about which text structure more effectively contributes to the meaning and style of the text
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.	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.	• Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text • Determine how one or more differences in the points of view can create bias in fiction and nonfiction text • Explain how the author acknowledges and responds to counterarguments • Analyze how the author uses literary devices to develop effects such as suspense or humor • Analyze the impact of the author's point of view or purpose choices on the reader • Evaluate the effectiveness of the author's point of view or purpose choices
RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.	RI.8.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	• Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering difficult text • Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Encounter the text with minimal clarifications • Discern more from and make fuller use of text • Make an increasing number of connections among ideas and between texts
Unit 4 Writing Standards		**Unit 4 Writing Critical Knowledge and Skills**

Curricular Framework English Language Arts-Grade 8

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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.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
    W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
    W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    W.8.2.E. Establish and maintain a formal style.
    W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	• Focus writing on thoroughly describing or explaining a topic
	• Identify the defining elements of this specific writing genre
	• Explore topics from their content area classes
	• Write an introduction that clearly outlines ideas to follow
	• Organize ideas and information using text structures and text features
	• Write a thesis statement
	• Select facts, definitions, concrete details, quotations, or other information and examples
	• Use transitional words and phrases
	• Choose specific vocabulary and language
	• Develop and use a consistent style, approach and form for the task
	• Write a conclusion to close the ideas in the text
	• Create language that is appropriate to one's audience and a formal tone

W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• Identify defining characteristics of a variety of writing tasks • Utilize strategies to unpack a writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice • Create a tone that is appropriate for one's audience
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.	• Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
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.	• Use technological resources to enhance writing • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities
W.8.7 (Choice). 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.	• Explore inquiry topics through short research projects • Compose student-generated questions focused around areas of interest or content studies • Research and synthesize information from several sources • Develop research questions • Determine keywords or topics for each question • Conduct research and synthesize multiple sources of information • Compose follow-up research questions based on the initial search

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W.8.8 (Choice). 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.	• Use search terms effectively • Draw evidence from multiple texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow MLA guidelines to cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing

W.8.9 (Choice). Apply *grade 8 Reading standards* to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).
    W.8.9.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").
    W.8.9.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").
	• Identify evidence that supports claims in literary analysis
	• Incorporate textual evidence into written pieces
	• Logically connect evidence to claims in writing
	• Analyze author's use of style and structure
	• Identify and analyze allusions
	• Select direct and indirect quotations that relate to the topic as evidence

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Produce written reflections • Explain stylistic choices made while writing
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**

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.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.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.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.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	• Read required texts prior to discussions
	• Prepare for discussions
	• Use previous knowledge to expand discussions about a topic
	• Engage in conversations about grade-appropriate topics and texts
	• Participate in a variety of rich, structured conversations
	• Define and identify rules for discussions, including group and individual roles
	• Model appropriate behavior during discussions
	• Craft and respond to specific questions based on the topic or text, elaborating when necessary
	• Reflect on and paraphrase what was discussed
	• Summarize the ideas expressed

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.,	• Determine the purpose for presenting information in different media and formats

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social, commercial, political) behind its presentation.	• Interpret the presenter's purpose in conveying the information using particular media and formats • Analyze the impact that the use of particular media and formats has on the audience • Evaluate the effectiveness of the presenter's media and format choices
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	• Incorporate multimedia and visual displays into presentations • Analyze the impact that these multimedia and visual displays will have on the reader
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 here for specific expectations.)	• Orally present information, using appropriate speech, in a variety of situations.
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.	• Identify verbs in reading and writing pieces • Recognize and correct inappropriate shifts in verb voice and mood
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2.C. Spell correctly.	• Apply common rules and patterns to spell words correctly

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
    L.8.4.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.
    L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
    L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    L.8.4.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).
	• Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases
	• Determine the meaning of commonly used prefixes and suffixes
	• Separate a base word from the prefix or suffix
	• Use the definition of known prefixes and suffixes to define new words
	• Identify root words in unknown words
	• Use known root words to aid in defining unknown words
	• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	• Consult reference materials that are both printed and digital

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.	• Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
Unit 4 Grade 8 What This May Look Like	
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**

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Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.*

Instructional Best Practices and Exemplars
This is a place to capture standards integration and instructional best practices.