



# MOHAWK

**Local School District**

*Preparing today's students for tomorrow's challenges*

## Mohawk Local Schools 8<sup>th</sup> Grade ELA

### Quarter 1 Curriculum Guide

General Expectations of the ELA Standards

- A Focus on Results Rather than Means
- An Integrated Model of Literacy
- Research and Media Blended into the Standards as a Whole
- Shared Responsibility for Students' Literacy Development
- Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:

- Language Strand
- Writing Strand
- Reading Strand
- Speaking /Listening Strand

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:

(DOK1)      (DOK2)      (DOK3)      (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

**Comprehension and Collaboration**

**SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

***SL. 8.1 (DOK 2)***

**Learning Targets:**

- I can prepare for group discussions by reviewing materials and considering key points to share.

<p>partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol> <p><b>SL.8.2</b> 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><b>SL.8.3</b> 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>	<ul style="list-style-type: none"> <li>I can define the roles and rules necessary for collaborative discussion.</li> <li>I can pose questions and connect my comments to others' ideas.</li> <li>I can review key ideas presented in a discussion, and respond appropriately, adjusting my position when necessary.</li> </ul> <p><b>SL.8.2. (DOK2)</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can analyze the purpose of a presentation and evaluate the motives behind it.</li> </ul> <p><b>SL.8.3 (DOK 2)</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can identify when a speaker has introduced irrelevant evidence while presenting his/her claim.</li> <li>I can determine when a speaker has provided enough relevant evidence to support his/her claim or argument.</li> </ul>
<p>Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:</p> <p>(DOK1)      (DOK2)      (DOK3)      (DOK4)</p>	<p>Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."</p>
<p><b>Key Ideas and Details</b></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.

**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.

**Craft and Structure**

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

***RL 8.1 (DOK 2)***

**Learning Targets:**

- I can read closely and find explicit answers in text and answers that require an inference.
- I can determine textual evidence that most strongly supports my analysis.

***RL 8.2 (DOK 2)***

**Learning Targets:**

- I can determine a theme of a text and how the author achieves his/her purpose using literary elements over the course of a text.
- I can explain the relationship between a text's theme and its characters/setting/plot.
- I can write an objective summary of the text (free from personal feelings or opinions).

***RL 8.3 (DOK 2)***

**Learning Targets:**

- I can identify dialogue and incidents that propel action, reveal aspects of character, or provoke a decision.
- I can analyze how a particular line of dialogue in a story or drama propels the action, reveals aspects of a character, or provokes a decision.
- I can analyze how an incident in a story or drama propels the action, reveals aspects of a character, or provokes a decision.

<p><b>Key Ideas and Details</b></p> <p><b>RI.8.1</b> 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><b>RI.8.2</b> 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><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><b>Standard Statement</b></p> <p><b>RI.8.1. (DOK 2)</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can read closely and find explicit answers in text and answers that require an inference.</li> <li>• I can determine textual evidence that most strongly supports my analysis.</li> </ul> <p><b>RI.8.2. (DOK 2)</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can determine a theme of a text and how the author achieves his/her purpose using literary elements over the course of a text.</li> <li>• I can explain the relationship between a text's theme and its characters/setting/plot.</li> <li>• I can write an objective summary of the text (free from personal feelings or opinions).</li> </ul> <p><b>RI.8.3. (DOK 2)</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify dialogue and incidents that propel action, reveal aspects of character, or provoke a decision.</li> <li>• I can analyze how a particular line of dialogue in a story or drama propels the action, reveals aspects of a character, or provokes a decision.</li> <li>• I can analyze how an incident in a story or drama propels the action, reveals aspects of a character, or provokes a decision.</li> </ul>
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**Text Types and Purposes**

**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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**8.2. (DOK 3)**

**Learning Targets:**

- I can choose a debatable topic.
- I can choose a position and support my choice with sufficient and relevant evidence.
- I can determine the credibility of a source.
- I can acknowledge and respond to counterclaims.
- I can write an essay in which I establish and maintain a formal style.
- I can craft a concluding statement (warrant) that supports my argument.

**8.2. (DOK 3)**

**Learning Targets:**

- I can choose an appropriate organizational structure that meets my purpose.
- I can write an essay in which I establish and maintain a formal style. (Refer to W.7.2)

## Conventions of Standard English

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

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. 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.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

## Knowledge of Language

**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

## L8.2 (DOK 2)

### Learning Targets:

- I can infer the meaning of unknown words using context clues.
- I can recognize and define common Greek and Latin affixes and roots.
- I can break down unknown words into units of meaning to infer the definition of the unknown word.
- I can consult reference materials to find the meaning of a word.

## L 8.3 (DOK 2)

### Learning Targets:

- I can define and identify various forms of figurative language.
- I can distinguish between literal language and figurative language.
- I can recognize word relationships and use those relationships to understand other words.
- I can recognize the differences between denotative meanings and connotative meanings.
- I can analyze how certain words and phrases that have similar denotations can have very different connotations.

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### Vocabulary Acquisition and Use

**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.

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

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

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.

### L.8.4. (DOK 1)

#### Learning Targets:

- I can recognize the difference between general academic words and phrases.
- I can acquire and use grade-appropriate academic and domain specific words/phrases to increase comprehension and expression.

### L.8.5 (DOK 1-2)

#### Learning Targets:

- I can define and identify various forms of figurative language.
- I can distinguish between literal language and figurative language.
- I can recognize word relationships and use those relationships to understand other words.
- I can recognize the differences between denotative meanings and connotative meanings.
- I can analyze how certain words and phrases that have similar denotations can have very different connotations.

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