Mohawk Local Schools   Grade ELA

Quarter   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:
- o Language Strand
- o Writing Strand
- o Reading Strand
- o 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……."
Key Ideas and Details **RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as	**RL 8.1 (DOK 2)** **Learning Targets:** • I can read closely and find explicit answers in text and answers that require an inference.

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.8.5** 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. **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.	• I can determine textual evidence that most strongly supports my analysis. **RL.8.2 (DOK 2)** **Learning Targets:** • I can determine the central idea of a text and explain how the author achieves his/her purpose using supporting ideas. • I can write an objective summary of the text. **RL 8.3 (DOK 2)** **Learning Targets:** • I can explain how the individuals, events, and/or ideas in a text relate to one another. • I can explain how an author uses comparisons, analogies, or categories to develop a central idea. **RL 8.4 (DOK 1-2)** **Learning Targets:** • I can identify various forms of figurative language. • I can distinguish between literal, figurative, and technical language. • I can distinguish between denotative and connotative meanings. • I can analyze why authors choose specific words to evoke a particular meaning or tone. • I can analyze how authors use particular analogies or allusions to other texts. **RL 8.5 (DOK 2)** **Learning Targets:** • I can recognize the structure of a particular paragraph. • I can explain how the sentences work together to develop an idea. **RL 8.6 (DOK 2)**

Text Types and Purposes

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.1   (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.

	SL 8.1 BROAD LEARNING TARGET: The student can 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. The student can express his/her own ideas clearly and build on the ideas of others. Underpinning Knowledge Learning Targets: The student can identify and use key evidence from readings, research, and other speakers in collaborative discussions. The student can recognize, define, and follow rules, roles, goals, and deadlines for decision-making and collegial discussions. Underpinning Reasoning Learning Targets: The student can refer to relevant, prepared textual material in a collaborative discussion to probe, connect, or reflect on the ideas under discussion. The student can distinguish between formal and informal speaking styles and use formal style in collegial discussions. The student can acknowledge other's new information or views and modify his/her own view in a collaborative discussion. Underpinning Skill Learning Targets: The student can pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas concerning the topic, text, or issue under discussion.
	SL 8.2 BROAD LEARNING TARGETS: The student can analyze the purpose of information presented in different media, formats, and texts. The student can evaluate the motives behind information presented in an oral presentation. Underpinning Knowledge Learning Targets: The student can identify the purpose of information presented in different media, formats, and texts. The student can identify motives behind information presented in an oral presentation.
	SL 8.3

BROAD LEARNING TARGETS: The student can delineate a speaker's argument and specific claims and recognize when irrelevant evidence is introduced. The student can evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence used to support a speaker's argument. Underpinning Knowledge Learning Targets: The student can define and identify an argument and claims made in a speech. The student can identify reasons and evidence in a speech. Underpinning Reasoning Learning Targets: The student can trace the argument and specific claims in a speech. The student can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims in a speech.

SL 8.4

BROAD LEARNING TARGET: The student can orally present claims and findings, emphasizing salient points in a focused, coherent manner. The student can orally support claims and findings with relevant evidence, sound valid reasoning, and wellchosen details. The student can use appropriate eye contact, adequate volume, and clear pronunciation when speaking. Underpinning Knowledge Learning Targets: The student can recognize and use strategies and techniques for presenting claims/findings, organizing them logically, and supporting them with relevant evidence, sound valid reasoning, and well-chosen details in oral presentations. Underpinning Reasoning Learning Targets: The student can determine appropriate eye contact, volume, and pronunciations in diverse speaking environments. The student can distinguish between formal and informal speaking styles and use formal style in academic settings.

SL 8.5

BROAD LEARNING TARGETS: The student can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add

interest. Underpinning Knowledge Learning Targets: The student can understand how to access and use the Internet, varied word processing, presentation, and communication software, multimedia components, including graphics, images, music, sound, etc., and visual displays for clarifying, strengthening, and adding interest to information in oral presentations. Underpinning Reasoning Learning Targets: The student can determine which multimedia/visual displays best clarify/strengthen/heighten oral presentations. Underpinning Skill Learning Targets: The student can download, save, upload, link, and attach varied formats of files.

SL 8.6

BROAD LEARNING TARGETS: The student can adapt speech to a variety of contexts and tasks. The student can demonstrate appropriate command of formal English when speaking in a variety of contexts. Underpinning Knowledge Learning Targets: The student can identify and understand a variety of speech types, contexts, tasks, purposes, audiences, organizational strategies, developmental strategies, and delivery styles. Underpinning Reasoning Learning Targets: The student can match content, organization, language, delivery, and style of speech to a variety of contexts, tasks, purposes, and audiences. The student can distinguish between formal and informal English. Underpinning Skill Targets: The student can demonstrate command of grade-level language standards (L.8.1 & 3).

Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

     a. Come to discussions prepared, having read or

researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

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.

Presentation of Knowledge and Ideas

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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