



# MOHAWK

## Local School District

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

### Mohawk Local Schools 8th Grade ELA

### Quarter 3 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)

**SL 8.1**  
**BROAD LEARNING TARGET:** The student can engage

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

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.

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 on page 52 for specific expectations.)

**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.

	<p>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.</p> <p><b>SL 8.6</b></p> <p>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 &amp; 3).</p>
<p>Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:  (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> <p><b>RL.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>RL.8.2</b> Determine a theme or central idea of a text and analyze</p>	<p><b>RL 8.1</b></p> <p>BROAD LEARNING TARGET: The student can cite textual evidence that most strongly supports an analysis of what the text says and inferences it makes. Underpinning Knowledge Learning Targets: The student can recognize textual evidence. The student can recognize inferences. Underpinning Reasoning</p>

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.

#### **Integration of Knowledge and Ideas**

**RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**RL.8.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

#### **Range of Reading and Level of Text Complexity**

**RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end

**Learning Targets:** The student can analyze text to cite textual evidence that is explicitly stated. The student can analyze text to cite textual evidence that is inferred. The student can evaluate the strength of textual evidence. **Underpinning Product Learning Targets:** The student can use correct MLA format for in-text citations and works cited pages.

#### **RL 8.2**

**BROAD LEARNING TARGETS:** The student can determine the theme or central idea of a text and analyze its development, showing relationship of characters, setting, and plot to that theme. The student can objectively summarize a text.

**Underpinning Knowledge Learning Targets:** The student can define, understand, and recognize theme, central idea, characters, setting, plot, and summary. The student can follow the progression of theme in a text. The student can follow the progression of central idea in a text. **Underpinning Reasoning Learning Targets:** The student can distinguish between textual facts and opinions.

#### **RL 8.3**

**BROAD LEARNING TARGETS:** The students can analyze how dialogue and incidents move the plot forward. The students can analyze how dialogue and incidents reveal character traits and bring about decisions. **Underpinning Knowledge Learning Targets:** The student can identify incidents that propel the plot in a story or drama. The student can identify character types and traits. The student can identify dialogue in a text.

**Underpinning Reasoning Learning Targets:** The student can analyze the relationships between dialogue/incidents and characterization/plot.

#### **RL 8.4**

**BROAD LEARNING TARGETS:** The student can determine the figurative, literal, and connotative meaning of words and phrases based on how they are used in a text. The student can analyze the impact of diction, analogy, and allusion on meaning and tone. **Underpinning Knowledge Learning Targets:** The

of grades 6–8 text complexity band independently and proficiently.

student can identify words and phrases that have connotative and figurative meaning used in a text. The student can identify intertextual diction, analogies, and allusions. The student can identify tone in a text. Underpinning Reasoning Learning Targets: The student can determine, interpret, clarify, or verify the figurative, literal, and connotative meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials. The student can interpret the meaning of intertextual diction, analogies, and allusions

**RL 8.5**

**BROAD LEARNING TARGETS:** The student can compare and contrast the structure of two or more texts. The student can analyze how the structure of a text contributes to its meaning and style. Underpinning Knowledge Learning Targets: The student can identify poetic, dramatic, and prose elements of form and structure. The student can identify the form and structure of various types of poetry, drama, and prose. The student can identify and explain the meaning of a text. The student can identify and explain the style of a text.

**RL 8.6**

**BROAD LEARNING TARGETS:** The student can analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create suspense, humor, or other effects in a text.

**Underpinning Knowledge Learning Targets:** The student can identify contrasting points of view of the characters in a text and audience/reader of a text. The student can recognize diverse effects of contrasting viewpoints, such as humor and suspense. The student can identify and understand dramatic irony.

**RL 8.7**

**BROAD LEARNING TARGETS:** The student can analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating

	<p>the choices made by the director or actors. Underpinning Knowledge Learning Targets: The student can identify similarities and differences between a written text or script and its filmed or live version by noting actor and director choices. Underpinning Reasoning Learning Targets: The student can compare and contrast a written text or script to its filmed or live version. The student can evaluate the outcome/impact of choices made by directors and actors in a filmed or live version of a text or script.</p> <p><b>RL 8.9</b></p> <p>BROAD LEARNING TARGETS: The student can analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works. The student can analyze and describe how themes, patterns of events, and character types in myths, traditional stories, or religious works are rendered new in modern texts. Underpinning Knowledge Learning Targets: The student can identify themes, patterns of events, and character types in myths, traditional stories, religious works, and modern texts. Underpinning Reasoning Learning Targets: The student can compare and contrast modern works with myths, traditional works, or religious works.</p> <p><b>RL 8.10</b></p> <p>BROAD LEARNING TARGETS: The student can independently read and comprehend complex literature at the eighth grade level. Underpinning Knowledge Learning Targets: The student can identify grade-level texts. The student can identify texts on their reading level (i.e. Lexile level). The student can monitor his/her own comprehension. Underpinning Reasoning Learning Targets: The student can comprehend literary text in the 6-8 complexity band, without scaffolding.</p>

<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>Craft and Structure</b></p> <p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>RI.8.6</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>RI 8.1</b>  <b>BROAD LEARNING TARGET:</b> The student can cite textual evidence that most strongly supports an analysis of what the text says and inferences it makes. <b>Underpinning Knowledge Learning Targets:</b> The student can recognize textual evidence. <b>The student can recognize inferences.</b> <b>Underpinning Reasoning Learning Targets:</b> The student can analyze text to cite textual evidence that is explicitly stated. <b>The student can analyze text to cite textual evidence that is inferred.</b> <b>The student can evaluate the strength of textual evidence.</b> <b>Underpinning Product Learning Targets:</b> The student can use correct MLA format for in-text citations and works cited pages.</p> <p><b>RI 8.2</b>  <b>BROAD LEARNING TARGETS:</b> The student can determine a central idea in a text and analyze its development, including its relationship to supporting ideas. <b>The student can objectively summarize a text.</b> <b>Underpinning Knowledge Learning Targets:</b> The student can define and understand central idea and supporting idea. <b>The student can define and understand summary.</b> <b>Underpinning Reasoning Learning Targets:</b> The student can trace central and supporting ideas over the course of a text. <b>The student can distinguish between textual facts and opinions.</b></p> <p><b>RI 8.3</b>  <b>BROAD LEARNING TARGETS:</b> The student can analyze how an informational text makes connections among and distinctions between individuals, events, or ideas. <b>Underpinning Knowledge Learning Targets:</b> The student can identify key individuals, events, or ideas in an informational text. <b>The student can identify and understand several ways (e.g., through comparisons, analogies, or categories) a text can make connections among and distinctions between individuals, events, or ideas in an informational text.</b></p> <p><b>RI 8.4</b></p>
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**RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

**RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**BROAD LEARNING TARGETS:** The student can determine the figurative, connotative, technical, and intertextual meanings of words and phrases based on how they are used in a text. The student can analyze the impact that figurative, connotative, technical, and/or intertextual diction have on meaning and tone. **Underpinning Knowledge Learning Targets:** The student can identify words and phrases that have connotative, figurative, technical, and intertextual meaning used in a text. The student can identify the tone of a text. **Underpinning Reasoning Learning Targets:** The student can determine, clarify, or verify the meaning of connotative, figurative, and technical words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.

**RI 8.5**

**BROAD LEARNING TARGETS:** The student can analyze in detail the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept. **Underpinning Knowledge Learning Targets:** The student can identify the structures of paragraphs and sentences. The student can identify types of sentences and paragraphs. The student can identify key concepts in a text. **Underpinning Reasoning Learning Targets:** The student can determine the role of particular sentences in a paragraph. The student can determine how key concepts in an informational text are developed.

**RI 8.6**

**BROAD LEARNING TARGETS:** The student can determine the author's point of view or purpose. The student can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **Underpinning Knowledge Learning Targets:** The student can identify varied points of view and purposes in informational texts. The student can identify conflicting evidence or viewpoints in an informational text. The student can recognize and understand an author's efforts

to acknowledge and respond to conflicting evidence or viewpoints in an informational text.

**RI 8.7**

**BROAD LEARNING TARGETS:** The student can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. **Underpinning Knowledge Learning Targets:** The student can identify and summarize information on the same topic or issue presented in different media, formats, and texts. **Underpinning Reasoning Learning Targets:** The student can determine the quality of the same information when it is presented in different media, formats, and texts. The student can analyze how medium affects the portrayal of subject matter.

**RI 8.8**

**BROAD LEARNING TARGETS:** The student can delineate the argument and specific claims made in a text and recognize when irrelevant evidence is introduced. The student can evaluate an argument by determining if claims are supported by sound reasoning with relevant and sufficient evidence. **Underpinning Knowledge Learning Targets:** The student can define argument and claim. The student can identify an argument and claims made in a text. The student can identify reasons and evidence in a text. **Underpinning Reasoning Learning Targets:** The student can distinguish between sound and unsound reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.

**RI 8.9**

**BROAD LEARNING TARGETS:** The student can analyze a case in which two or more texts provide conflicting information on the same topic. The student can identify where two or more conflicting texts disagree on matters of fact or interpretation concerning the same topic. **Underpinning Knowledge Learning Targets:** The student can identify differing presentations of key information (fact and interpretation) in two or more texts about the same topic. **Underpinning Reasoning Learning**

	<p>Targets: The student can analyze how emphasizing different evidence or advancing different interpretations or facts can shape key ideas in informational texts.</p> <p><b>RI 8.10</b>          BROAD LEARNING TARGETS: The student can independently read and comprehend proficiently complex literary nonfiction and informational texts at the eighth grade level. Underpinning Knowledge Learning Targets: The student can identify grade-level texts. The student can identify texts on their reading level (i.e. Lexile level). The student can monitor his/her own comprehension. Underpinning Reasoning Learning Targets: The student can read and comprehend literary nonfiction and informational texts in the 6-8 complexity band, without scaffolding.</p>
<p><b>Text Types and Purposes</b></p> <p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument</li> </ul>	<p><b>W.8.1</b>          I can write arguments to support claims with clear reasons and relevant evidence. _I can define, identify, and use argument, claim, warrant, and counterclaim. _I can recognize and use strategies and techniques for introducing, organizing, and concluding arguments. _I can recognize and use strategies and techniques for supporting claims, acknowledging and opposing counterclaims, and creating cohesion and clarification among claims, counterclaims, reasons, and evidence. _I can analyze the accurateness and credibility of sources and evaluate the clarity, logic, and relevance of reasons and evidence. _I can distinguish between formal and informal writing styles and use formal style in argument writing. _I can distinguish between logos, pathos, and ethos; and use logos for argument writing. _I can demonstrate an understanding of a topic/text through argument writing. _I can use correct MLA format for in-text citations and works cited pages.</p> <p><b>W8.2</b></p>

presented.

**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.

**W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

\_\_I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. \_\_I can identify and understand varied writing tasks, purposes, and audiences. \_\_I can identify and understand varied methods of writing development, organization, and style. \_\_I can determine the writing task, purpose, and audience. \_\_I can match varied methods of development, organization, and style of writing to varied tasks purposes, and audiences

**W8.3**

\_\_I can conduct short research projects to answer a teacher-given or self-generated question, drawing on several sources. \_\_I can generate additional, related, focused questions that allow for multiple avenues of exploration in short research projects. \_\_I can identify information pertinent to an inquiry gained through researching several sources. \_\_I can integrate information pertinent to an inquiry gained through researching several sources. \_\_I can generate original research questions for short research projects. \_\_I can demonstrate proficient use of research skills.

**W8.4**

\_\_I can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach. \_\_I can focus on and strengthen how well purpose and audience have been addressed in my writing. \_\_I can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing. \_\_I can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing. \_\_I can determine the writing purpose and audience. \_\_I can demonstrate command of grade-level

**W8.5-8.6**

\_\_I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

- 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing**

**W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)

**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.

### **Research to Build and Present Knowledge**

**W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.8** Gather relevant information from multiple print and

others. \_\_I can use technology, including the Internet, to present the relationship between information and ideas. \_\_I can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating with others, presenting relationships between information and ideas, and formatting/producing/publishing writing. \_\_I can understand and use MLA formatting for page set-up, in-text citations, and works cited pages. \_\_I can download, save, upload, and attach varied formats of files and sources.

### **W8.7**

\_\_I can conduct short research projects to answer a teacher-given or self-generated question, drawing on several sources. \_\_I can generate additional, related, focused questions that allow for multiple avenues of exploration in short research projects. \_\_I can identify information pertinent to an inquiry gained through researching several sources. \_\_I can integrate information pertinent to an inquiry gained through researching several sources. \_\_I can generate original research questions for short research projects. \_\_I can demonstrate proficient use of research skills.

### **W8.8-8.9**

\_\_I can gather relevant, accurate, and credible information from print and digital sources by determining effective search terms. \_\_I can avoid plagiarism when quoting and paraphrasing the data and conclusions of others. \_\_I can cite bibliographic source information for in-text citations and on works cited pages. \_\_I can define and identify plagiarism. \_\_I can assess the accuracy and credibility of sources. \_\_I can assess the relevance of information from print and digital sources. \_\_I can draw evidence from literary or informational texts to support analysis, reflection, and research. \_\_I can identify evidence in literary and informational texts that support analysis, reflection, and research. \_\_I can analyze literary and informational texts. \_\_I can engage in analysis,

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.

**W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- 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”).

#### **Range of Writing**

**W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

reflection and research

#### **W8.10**

\_I can write routinely for a range of discipline-specific tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). \_I can identify tasks, purposes, and audience for shorter and extended time frame writings. \_I can reflect on and revise my own writing. \_I can research proficiently. \_I can produce writings appropriate for shorter and extended time frames in a variety of text types.

#### **L8.1-8.3**

\_I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. \_I can identify and understand verbs and verbals (gerunds, participles, infinitives), and explain their functions in sentences. \_I can identify and understand active and passive voice. \_I can identify and understand verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. \_I can identify strategies for correcting inappropriate shifts in verb voice and mood. \_I can form, use, and distinguish between active and passive voice, and among indicative, imperative, interrogative, conditional, and subjunctive mood. \_I can correct inappropriate shifts in verb voice and mood.

#### **L8.4-6**

\_I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. \_I can identify and understand the varied uses for commas, dashes, and ellipses. \_I can identify and correct misspelled words, as well as recall and apply spelling conventions. \_I can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules. \_I can correctly use commas, dashes, and ellipses, especially to indicate breaks or omissions.

#### **L8.3**

	<p>_I can use knowledge of language and its conventions when writing, speaking, reading, or listening. _I can identify and understand active and passive voice. _I can identify and understand verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. _I can use strategies for correcting inappropriate shifts in verb voice and mood. _I can use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<p><b>Conventions of Standard English</b></p> <p><b><u>L.8.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ol> <p><b><u>L.8.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> </ol>	<p><b>SL 8.1</b> I 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. __I can express my own ideas clearly and build on the ideas of others. __I can identify and use key evidence from readings, research, and other speakers in collaborative discussions. __I can recognize, define, and follow rules, roles, goals, and deadlines for decision-making and collegial discussions. __I can refer to relevant, prepared textual material in a collaborative discussion to probe, connect, or reflect on the ideas under discussion. __I can distinguish between formal and informal speaking styles and use formal style in collegial discussions. __I can acknowledge other’s new information or views and modify my own view in a collaborative discussion. __I 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.</p> <p><b>SL 8.2_</b> I can analyze the purpose of information presented in different media, formats, and texts. __I can evaluate the motives behind information presented in an oral presentation. __I can identify</p>

- 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 fact).

### 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

the purpose of information presented in different media, formats, and texts. \_\_I can identify motives behind information presented in an oral presentation

### SL 8.3

I can delineate a speaker's argument and specific claims and recognize when irrelevant evidence is introduced. \_\_I can evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence used to support a speaker's argument. \_\_I can define and identify an argument and claims made in a speech. \_\_I can identify reasons and evidence in a speech. \_\_I can trace the argument and specific claims in a speech. \_\_I 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.

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

**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.

**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.

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- 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

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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 on page 52 for specific expectations.)