



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools 8th 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"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> • I can define the roles and rules necessary for collaborative discussion. • I can pose questions and connect my comments to others' ideas. • I can review key ideas presented in a discussion, and respond appropriately, adjusting my position when necessary. <p>SL.8.2. (DOK2)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can analyze the purpose of a presentation and evaluate the motives behind it. <p>SL.8.3 (DOK 2)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify when a speaker has introduced irrelevant evidence while presenting his/her claim. • I can determine when a speaker has provided enough relevant evidence to support his/her claim or argument.
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 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>Key Ideas and Details</p> <p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Standard Statement</p> <p>RI.8.1. (DOK 2)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 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. <p>RI.8.2. (DOK 2)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 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). <p>RI.8.3. (DOK 2)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 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>Text Types and Purposes</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. 	<p>8.2. (DOK 3)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 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. <p>8.2. (DOK 3)</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 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.

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 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*).