

# **English Language Arts Curriculum: Grade 8**

**MAYWOOD PUBLIC SCHOOLS**

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The following maps outline the Common Core Standards for grade 8 English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Assessment:**

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)  
End of Unit/Theme Assessments  
End of Book Activities  
Comprehension: illustrations, sentences  
Multimedia presentation (PowerPoint)

Writing and Language

Journal Entries  
Writing Process Pieces  
End of Book Activities  
Persuasive Writing: Opinion Piece  
Speculative Writing  
Informative/Explanatory Writing  
Narrative Writing  
Research Writing  
Proofreading/Editing

**References:**

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

Common Core Exemplars: [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

**Websites:**

[www.brainpop.com](http://www.brainpop.com)

[www.spellingcity.com](http://www.spellingcity.com)

[www.studyisland.com](http://www.studyisland.com)

[www.scholastic.com](http://www.scholastic.com)

[www.readwritethink.org](http://www.readwritethink.org)

[www.learn360.com](http://www.learn360.com)

[www.edmoto.com](http://www.edmoto.com)

[www.inspiration.com](http://www.inspiration.com)

[www.glogster.com](http://www.glogster.com)

[www.wordpress.com](http://www.wordpress.com)

**Language Arts Curriculum: Grade 8**  
**Reading Standards for Literature**

<b>Essential Question(s):</b> How do readers use the text to support an interpretation?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<b>Standard:</b> RL.8.1			
<b>Vocabulary:</b> explicit, textual evidence, synthesize, inference			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Distinguish between what is explicit and what is inferred</li> <li>Cite textual evidence to support analysis of what the text says explicitly</li> <li>After making an inference, find an accurate quote within the text to support the inference</li> <li>Evaluate the strength of each piece of textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Pose questions during and after reading</li> <li>Review difference between what is explicit and what is inferred</li> <li>Model how to identify the strength of evidence in the text to support a claim</li> <li>Provide an inference and have students find an accurate quote within the text to strongly support the inference</li> </ul>	

<b>Essential Question(s):</b> How do readers determine the message the author is trying to convey?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard:</b> RL.8.2			
<b>Vocabulary:</b> central idea, theme, story elements, objective summary			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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.	<ul style="list-style-type: none"> <li>Identify central idea of a text and how it develops</li> <li>Determine the interaction among characters, setting, and plot through a text.</li> <li>Create summary that uses story elements to reveal the central idea of the text</li> </ul>	<ul style="list-style-type: none"> <li>Review how authors use story elements to create/support a central idea</li> <li>Teach how to write summary that connects story elements to the central idea</li> </ul>	Students summarize the development of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting, and plot.[RL.8.2]

<b>Essential Question(s):</b> How do readers determine how characters, events, and ideas develop and interact?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>Standard:</b> RL.8.3			
<b>Vocabulary:</b> dialogue			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Evaluate dialogue and how it connects to a character's, thoughts or actions</li> <li>Analyze the purpose of dialogue: <ul style="list-style-type: none"> <li>Propel the action</li> <li>Reveal aspects of a character</li> <li>Provoke a decision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to evaluate particular dialogue or incidents in a story or drama</li> <li>Model how to make connections between dialogue and aspects of the text (characters and events)</li> </ul>	

<b>Essential Question(s):</b> How do readers interpret the author's use of language?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
<b>Standard:</b> RL.8.4			
<b>Vocabulary:</b> allusion, analogy, tone, context clues, figurative, connotative and technical meanings			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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.	<ul style="list-style-type: none"> <li>Use evidence from a literary text to support analysis of word choice.</li> <li>Interpret analogies and literary allusions as a way to construct meaning in a literary text.</li> <li>Use context as a clue to the meaning of words and phrases.</li> <li>Examine the effects of diction, tone, figurative language,</li> </ul>	<ul style="list-style-type: none"> <li>Review figurative, connotative, and technical meanings of words</li> <li>Provide examples of using context clues to make determinations of word meaning</li> <li>Explain how authors use word choice to create tone and meaning</li> <li>Explain the connection of an allusion to the text</li> <li>Provide oral reading of a text to illustrate the effect of sound elements in language</li> </ul>	Students <i>analyze</i> Walt Whitman's "O Captain! My Captain!" to uncover the poem's <i>analogies</i> and <i>allusions</i> . They <i>analyze the impact of specific word choices</i> by Whitman, such as <i>rack</i> and <i>grim</i> , and <i>determine</i> how they contribute to the overall <i>meaning and tone</i> of the

	sound elements and connotation as a way to construct meaning.		poem. [RL.8.4]
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**Essential Question(s):** How do readers use text structure to understand meaning?

**21st Century Skill:** Critical Thinking and Problem Solving

**Reading Literature**

**CCR Anchor Standard: Craft and Structure**

**Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Standard:** RL.8.5

**Vocabulary:** structure, meaning, style

Grade Specific Standard	Skills	Procedures and Examples	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of literary style.</li> <li>• Explain how the structures of multiple texts are alike and different</li> <li>• Examine the purpose of the structure and how the purpose of a text has an influence on the way a text is written</li> <li>• Use evidence from literary texts to support a comparative analysis of text structures. Use knowledge of language including style.</li> </ul>	<ul style="list-style-type: none"> <li>• Present texts that are written in varying structures to compare and contrast</li> <li>• Teach students how authors use structure to reveal meaning</li> <li>• Hold a class discussion on how structure contributes to style</li> </ul>	

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard:</b> RL.8.6			
<b>Vocabulary:</b> point of view, mood, dramatic irony , suspense, humor			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Identify the point of view of the character</li> <li>Establish a personal point of view</li> <li>Compare and contrast one's own views to those of a character or characters</li> <li>Explain how shared or opposing points of view between a reader and character can generate a specific mood</li> </ul>	<ul style="list-style-type: none"> <li>Define dramatic irony and provide examples <ul style="list-style-type: none"> <li>Suspense</li> <li>Humor</li> </ul> </li> <li>Ask questions which cause students to generate a personal point of view: <ul style="list-style-type: none"> <li>"What did you know that the characters did not?"</li> <li>"How did this knowledge create such effects as suspense or humor?"</li> </ul> </li> </ul>	

<b>Essential Question(s):</b> How do readers use illustrations to understand the text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
<b>Standard:</b> RL.8.7			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text.</li> <li>Examine the likenesses and differences between a written literary text and its filmed or staged version</li> <li>Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text</li> </ul>	<ul style="list-style-type: none"> <li>Present filmed version of a read text</li> <li>Provide opportunities for students to compare the filmed and print versions in discussion or writing</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use evidence from literary texts to support analysis and reflection</li> </ul>		
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<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
<b>Standard:</b> RL.8.8			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
8. (Not applicable to literature)			

<b>Essential Question(s):</b> How do readers make connections between texts?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<b>Standard:</b> RL.8.9			
<b>Vocabulary:</b> modern text, traditional text			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of universality</li> <li>• Compare the literary elements of a modern fiction text to a traditional fiction text</li> <li>• Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts</li> </ul>	<ul style="list-style-type: none"> <li>• Model how to make connections between modern and traditional texts</li> <li>• Ask questions which require students to utilize prior knowledge of traditional texts</li> <li>• Model how to compare characteristics of modern and traditional texts; then discuss how the material is rendered new.</li> </ul>	

<b>Essential Question(s):</b> How do readers use comprehension strategies to improve understanding of text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.			
<b>Standard:</b> RL.8.10			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	<ul style="list-style-type: none"> <li>• Read a variety of genres</li> <li>• Read literature varying in complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Expose students to a variety of genres</li> <li>• Expose students to literature varying in complexity</li> <li>• Scaffold reading and comprehension as needed</li> </ul>	



**Language Arts Curriculum: Grade 8**  
**Reading Standards for Informational Text**

<b>Essential Question(s):</b> How do readers use text to support answers to questions?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<b>Standard:</b> RI.8.1			
<b>Vocabulary:</b> inference, analyze, annotate, textual evidence			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Identify key information from the text</li> <li>Develop and support inferences with information from the text</li> <li>Use evidence from text to support analysis of text</li> </ul>	<ul style="list-style-type: none"> <li>Review with students how to identify key information (annotate text)</li> <li>Model how to make inferences and support inferences with text</li> <li>Use classroom discussion to identify evidence and support analysis</li> </ul>	

<b>Essential Question(s):</b> How do readers use key details from the text to support the main idea?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard:</b> RI.8.2			
<b>Vocabulary:</b> central idea, supporting idea, objective summary, relationship			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
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.	<ul style="list-style-type: none"> <li>Identify the central idea of a text and explain how it develops over the course of the text</li> <li>Identify supporting ideas in the text</li> <li>Determine the relationship between the central idea and supporting ideas</li> <li>Provide an objective summary of the text</li> </ul>	<ul style="list-style-type: none"> <li>Teach and model how to identify central and supporting ideas</li> <li>Engage students in discussion of central ideas and their development over the course of a text</li> <li>Outline the relationship between central ideas and supporting ideas</li> <li>Provide graphic organizers</li> </ul>	Students <i>provide an objective summary of Frederick Douglass's Narrative. They analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text.</i> [RI.8.2]

<b>Essential Question(s):</b> How do readers make connections between concepts in a text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>Standard:</b> RI.8.3			
<b>Vocabulary:</b> connection, distinction, analogy			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> <li>Determine the connections or distinctions in the relationships between or among individuals, ideas, or events within an informational text.</li> <li>Identify how the distinctions or connections between or among individuals, ideas, or events are revealed.</li> </ul>	<ul style="list-style-type: none"> <li>Model how to identify examples of connections or distinctions between individuals, ideas, or events</li> <li>Provide graphic organizers to determine connections/distinctions in text (i.e. Venn Diagram, Compare/Contrast chart)</li> </ul>	

<b>Essential Question(s):</b> How do readers determine the meaning and use of content specific vocabulary?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
<b>Standard:</b> RI.8.4			
<b>Vocabulary:</b> allusion, analogy, tone, context clues, figurative, connotative and technical meanings			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Use context clues to determine meaning of words and phrases</li> <li>Explain and define meaning of words and phrases</li> <li>Analyze how specific word choices affect meaning and tone</li> <li>Analyze how the use of analogies and allusions affect meaning and tone</li> </ul>	<ul style="list-style-type: none"> <li>Review figurative, connotative, and technical meanings of words</li> <li>Provide examples of using context clues to make determinations of word meaning</li> <li>Explain how authors use word choice, including analogies and allusion, to create tone</li> </ul>	

<b>Essential Question(s):</b> How do readers use text features to locate information?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
<b>Standard:</b> RI.8.5			
<b>Vocabulary:</b> text structure			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
5. 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.	<ul style="list-style-type: none"> <li>Determine the development of an identified paragraph i.e., main idea and supporting details, cause and effect, examples, description</li> <li>Determine the author’s purpose for the identified paragraph</li> <li>Evaluate the effectiveness of the structure in presenting the information</li> </ul>	<ul style="list-style-type: none"> <li>Teach how to identify characteristics of an informative paragraph (annotate text)</li> <li>“What was the author purpose for including this paragraph?”</li> <li>Provide examples of effective and ineffective paragraph structure</li> </ul>	

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard:</b> RI.8.6			
<b>Vocabulary:</b> purpose, point of view			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Identify the author’s purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas)</li> <li>Determine the difference between an author’s position and any opposing positions</li> </ul>	<ul style="list-style-type: none"> <li>Review points of view and how it affects the author’s position, provide examples</li> <li>Guide students in determining purpose and point of view</li> </ul>	

<b>Essential Question(s):</b> How do readers use information from illustrations and text to demonstrate understanding?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
<b>Standard:</b> RI.8.7			
<b>Vocabulary:</b> medium			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Draw conclusions about the positive and negative aspects of a text, audio, or visual version as a means of presentation</li> <li>• Assess the value of one medium versus another for presentation of a specific topic</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to interact with different mediums and determine the advantages and disadvantages of each</li> <li>• Have students complete presentation using various mediums</li> </ul>	

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
<b>Standard:</b> RI.8.8			
<b>Vocabulary:</b> argument, claim, reasons, evidence, relevancy			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Identify the author's claim</li> <li>• Evaluate the claim based on the reasons and evidence provided</li> <li>• Determine the relevancy of the evidence used to support the claim</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students how to identify the author's argument/claim</li> <li>• Model how to determine if reasons support argument/claim <ul style="list-style-type: none"> <li>- "What is the author's argument and how does he/she support this argument?"</li> </ul> </li> </ul>	

<b>Essential Question(s):</b> How do readers make connections or determine differences and/or similarities among texts of the same topic?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<b>Standard:</b> RI.8.9			
<b>Vocabulary:</b> conflicting information			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Compare and contrast opposing information about the same topic from multiple texts</li> <li>• Examine opposing portions of each text</li> <li>• Use evidence from informational texts to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Present two or more texts that provide conflicting information on the same topic</li> <li>• Use graphic organizers to compare and contrast the information in each text (i.e. Venn Diagram)</li> <li>• Model how evidence from each text is used to support the position of each</li> <li>• Evaluate the information and presentation in each text</li> </ul>	

<b>Essential Question(s):</b> How do readers understand information texts in all subject areas?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.			
<b>Standard:</b> RI.8.10			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Comprehend informational text at grade level proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Expose students to grade level informational text</li> <li>• Scaffold reading and comprehension as needed</li> </ul>	

## Language Arts Curriculum: Grade 8

### Writing

<b>Essential Question(s):</b> How do writers use valid evidence to support claims?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Text Types and Purpose</b>			
<b>Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<b>Standard:</b> W.8.1			
<b>Vocabulary:</b> claim (n), thesis, formal language, credible source, evidence, counterclaim			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Pre-write pros and cons</li> <li>• Select claim</li> <li>• Identify three reasons to support claim</li> <li>• Write thesis statement</li> <li>• Compose a draft of the introduction paragraph mentioning opposing claim (counterclaim)</li> </ul>	<ul style="list-style-type: none"> <li>• Model prewriting using a T-Chart of pros and cons.</li> <li>• Demonstrate the sentence construction of a statement distinguishing the opposing claim</li> <li>• Review the sentence structure of a thesis</li> <li>• Model an introduction paragraph</li> </ul>	
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<ul style="list-style-type: none"> <li>• Display knowledge of topic by selecting appropriate evidence</li> <li>• Evaluate evidence using credible sources</li> <li>• Compose a draft of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of reliable and appropriate evidence that support the thesis</li> <li>• Identify and model research techniques to locate credible sources.</li> </ul>	
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<ul style="list-style-type: none"> <li>• Identify key words in reasons and evidence to defend claim and refute counterclaim</li> <li>• Use academic vocabulary list of transitions purposefully to respond to counterclaim and strengthen claim</li> <li>• Apply academic vocabulary to draft</li> </ul>	<ul style="list-style-type: none"> <li>• Create academic vocabulary list of transition words that clarify the relationships among claims.</li> <li>• Demonstrate selection of key words that explain connections precisely while infusing academic vocabulary.</li> <li>• Model the use of transitions purposefully to respond to counterclaim and strengthen claim.</li> </ul>	
d. Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>• Identify elements that distinguish formal and informal style</li> <li>• Edit drafts to maintain formal style</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of formal and informal texts.</li> <li>• Complete activities differentiating slang versus formal language.</li> </ul>	

e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> <li>• Draft a conclusion to support thesis</li> <li>• Include counterclaim</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing effective conclusion paragraph that supports the claim and addresses the counterclaim.</li> </ul>	
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<b>Essential Question(s):</b> How do writers explore topics and convey ideas?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Text Types and Purpose</b>			
<b>Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>Standard:</b> W.8.2			
<b>Vocabulary:</b> precise, domain-specific language, formal language, informal language			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Pre-write to address the demands of informative text including the following: <ul style="list-style-type: none"> <li>- Identify topic clearly</li> <li>- Gather information</li> <li>- Evaluate information</li> <li>- Organize information into broader categories (ex. definition, classification, comparison/contrast, cause and effect)</li> <li>- Select structure to accommodate appropriate information</li> <li>- Include appropriate text features</li> </ul> </li> <li>• Compose draft of an introduction paragraph including thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers to organize the various demands of informational text</li> <li>• Model how to incorporate information from graphic organizer to formulate structure of informative essay</li> </ul>	
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of topic by selecting relevant evidence including facts, details, quotations, and other supportive information.</li> <li>• Produce writing that demonstrates the correct usage of punctuation, focusing on quotations.</li> <li>• Compose a draft of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of reliable and appropriate facts, details, quotations and other supportive information</li> <li>• Identify and model research techniques to locate relevant and informative sources.</li> <li>• Review the proper use of punctuation focusing on quotations</li> <li>• Prepare proof reading activities</li> </ul>	

<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> <li>• Select transitions that create cohesion</li> <li>• Apply academic vocabulary to draft</li> </ul>	<ul style="list-style-type: none"> <li>• Create academic vocabulary list of varied and appropriate transition words</li> <li>• Demonstrate selection of transitions that identify relationships among ideas and concepts</li> </ul>	
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> <li>• Acquire domain specific vocabulary while researching topic</li> <li>• Use precise language and domain specific vocabulary in draft</li> <li>• Edit word choice to increase precision in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Model selection of domain specific vocabulary through research</li> <li>• Demonstrate how word choice can increase precision in writing</li> </ul>	
<p>e. Establish and maintain a formal style</p>	<ul style="list-style-type: none"> <li>• Identify elements that distinguish formal and informal style</li> <li>• Edit drafts to maintain formal style</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of formal and informal texts</li> <li>• Complete activities differentiating between informal versus formal language</li> </ul>	
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>• Draft a conclusion to support informative /explanatory text</li> </ul>	<ul style="list-style-type: none"> <li>• Model writing effective conclusion paragraph that supports the information or explanation</li> </ul>	



<b>Essential Question(s):</b> How do writers develop effective narratives?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Text Types and Purpose</b>			
<b>Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>Standard:</b> W.8.3			
<b>Vocabulary:</b> narrative, climax, Freytag's Plot Structure Diagram, simile, metaphor, idioms, personification, oxymoron, hyperbole, onomatopoeia, alliteration			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Brainstorm ideas for key story elements</li> <li>Establish point of view</li> <li>Create a plot sequence chart</li> </ul>	<ul style="list-style-type: none"> <li>Review point of view</li> <li>Provide plot sequence chart for narratives including characters, settings, conflicts, resolutions, and themes</li> </ul>	
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> <li>Complete Freytag's Plot Structure Diagram</li> <li>Create sensory details to match story events</li> <li>Include reflection as part of character development</li> <li>Compose effective dialogue</li> <li>Organize details that develop experiences, events and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>Devise Freytag's Plot Structure Diagram</li> <li>Review the composition of dialogue</li> <li>Share a piece of literature that illustrates character reflection</li> <li>Review plot pacing while focusing on the events and characters surrounding the climax</li> </ul>	
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.	<ul style="list-style-type: none"> <li>Use strong transitions and phrases purposefully to promote unity within the narrative and promote comprehension</li> <li>Write clauses to show relationship among experiences and events</li> </ul>	<ul style="list-style-type: none"> <li>Model effective use of transitions and phrases to promote unity</li> <li>Model effective use of clauses to show relationship of experiences and events</li> </ul>	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<ul style="list-style-type: none"> <li>Enhance narrative by implementing figurative language to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>Generate examples of simile, metaphor, idiom, personification, oxymoron, onomatopoeia, hyperbole, and alliteration.</li> </ul>	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<ul style="list-style-type: none"> <li>Draft a conclusion that resolves the narrative</li> </ul>	<ul style="list-style-type: none"> <li>Model resolution referencing appropriate literature.</li> </ul>	

<b>Essential Question(s):</b> How do writers create effective pieces of writing?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Production and Distribution of Text</b>			
<b>Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<b>Standard:</b> W.8.4			
<b>Vocabulary:</b> purpose, audience, prompt, NJ DOE Registered Holistic Scoring Rubric			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.)	<ul style="list-style-type: none"> <li>• Understand prompt, purpose, and intended audience</li> <li>• Distinguish between the different types of writing</li> <li>• Create text that addresses prompt, purpose, and intended audience</li> <li>• Create holistic scoring rubric based on State approved rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated prompt (highlight &amp; underline)</li> <li>• Discuss interpretations of prompt</li> <li>• Discuss purpose and audience</li> <li>• Brainstorm and organize through graphic Organizers</li> <li>• Facilitate discussion to develop agree upon criterion for holistic rubric</li> </ul>	

<b>Essential Question(s):</b> How do writers use the writing process to improve text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Production and Distribution of Text</b>			
<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<b>Standard:</b> W.8.5			
<b>Vocabulary:</b> writing process, revise, edit, draft, proofreading, purpose, audience			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Review writing process</li> <li>• Pre-write</li> <li>• Drafting</li> <li>• Revise / Edit</li> <li>• Peer edit</li> <li>• Evaluate purpose and audience of draft</li> </ul>	<ul style="list-style-type: none"> <li>• List steps of the writing process</li> <li>• Use graphic organizer</li> <li>• Model revision process</li> <li>• Provide opportunities for peer editing</li> <li>• Use NJDOE Registered Holistic Scoring Rubric</li> <li>• Revise for purpose and audience</li> </ul>	

<b>Essential Question(s):</b> How do writers use technology to facilitate writing and collaboration?			
<b>21st Century Skill:</b> Information Literacy, Communication and Collaboration			
<b>Writing</b>			
<b>CCR Anchor Standard: Production and Distribution of Text</b>			
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
<b>Standard:</b> W.8.6			
<b>Vocabulary:</b> hyperlink, blogs, website, electronic publications, electronic texts, linking techniques			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Present the relationships between information and ideas efficiently in text</li> <li>• Electronically publish writing</li> <li>• Integrate hyperlinks into draft</li> <li>• Publish writing on blogs, websites, or approved social networks, etc</li> <li>• Critique and comment on other students' electronic publications</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to extrapolate information that relates to ideas</li> <li>• Use computer to teach various linking techniques</li> <li>• Demonstrate the sharing of text through technology</li> <li>• Teach techniques for responding to electronic texts</li> </ul>	

<b>Essential Question(s):</b> How do writers conduct research to demonstrate understanding of a subject?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
<b>Standard:</b> W.8.7			
<b>Vocabulary:</b> credible source, research question, purpose, intended audience, self-generated			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Devise self-generated questions</li> <li>• Research the question, purpose, and intended audience</li> <li>• Generate additional related questions that allow for multiple avenues of exploration</li> <li>• Research multiple types of credible sources</li> <li>• Compose draft which fully answers research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide research questions.</li> <li>• Model construction of self-generated questions.</li> <li>• Differentiate between credible and non-credible sources</li> <li>• Utilize teacher generated graphic organizer for multiple avenues of explorations</li> </ul>	

<b>Essential Question(s):</b> How do writers evaluate and use sources?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
<b>Standard:</b> W.8.8			
<b>Vocabulary:</b> works cited, search terms, plagiarism, credible, annotate, citation			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
8. 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.	<ul style="list-style-type: none"> <li>• Evaluate sources</li> <li>• Incorporate various types of note-taking strategies.</li> <li>• Identify the credibility of sources</li> <li>• Understand what constitutes plagiarism</li> <li>• Use standard format to cite information</li> <li>• Sort information</li> <li>• Utilize search terms effectively</li> <li>• Create bibliographic entries for sources</li> </ul>	<ul style="list-style-type: none"> <li>• Determine if a source is appropriate and accurate in relation to the topic</li> <li>• Review standard format for citation</li> <li>• Explain and provide sample of plagiarism vs. proper citation</li> <li>• Model sorting information from various sources</li> <li>• Provide examples of effective search terms</li> </ul>	

<b>Essential Question(s):</b> How do writers apply evidence from text to support conclusions?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Standard:</b> W.8.9			
<b>Vocabulary:</b> N/A			
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
a. Apply <i>grade 8 Reading standards</i> 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”).	<ul style="list-style-type: none"> <li>Compare the literary elements of a modern fiction text to a traditional fiction text</li> <li>Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts</li> <li>Compose a piece of writing which analyzes how modern fiction draws on themes, events, or characters from traditional works</li> </ul>	<ul style="list-style-type: none"> <li>Model how to make connections between modern and traditional texts</li> <li>Ask questions which require students to utilize prior knowledge of traditional texts <ul style="list-style-type: none"> <li>Teach students how to compare characteristics of modern and traditional texts</li> <li>Teach students how to write a composition that analyzes reoccurring themes in modern and traditional texts</li> </ul> </li> </ul>	
b. Apply <i>grade 8 Reading standards</i> 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”).	<ul style="list-style-type: none"> <li>Identify the author’s claim</li> <li>Evaluate the claim based on the reasons and evidence provided</li> <li>Determine the claims relevancy</li> <li>Write a critique that evaluates the argument and claims made in a text, noting the reasons and evidence used to support the claims</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to identify the author’s argument/claim</li> <li>Model how to determine if reasons support argument/claim</li> <li>“What is the author’s argument and how does he/she support this argument?”</li> <li>Teach students how to critique the claims made in a text in writing</li> </ul>	

<b>Essential Question(s):</b> How do writers successfully create text based upon the established time frame, task, purpose and audience?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 10:</b> 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 tasks, purposes, and audiences.			
<b>Standard:</b> W.8.10			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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).	<ul style="list-style-type: none"> <li>• Write using different time frames</li> <li>• Write various genres</li> <li>• Use various writing strategies for different time frames</li> </ul>	<ul style="list-style-type: none"> <li>• Teach how writing varies according to determined time frame, task, purpose, and audience</li> <li>• Demonstrate the use of various graphic organizers for different time pieces.</li> </ul>	

**Language Arts Curriculum: Grade 8**  
**Speaking and Listening**

<b>Essential Question(s):</b> How do students express thoughts and ideas in an effective manner?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
<b>Standard:</b> SL.8.1			
<b>Vocabulary:</b> details, evidence, opinion, outcome, reflection, paraphrase, explicit			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Prepare notes, questions, and/or discussion topics</li> <li>• Generate discussion points</li> <li>• Cite evidence from text</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for group discussions</li> <li>• Review note taking</li> <li>• Review how to use text to support ideas/positions</li> <li>• Model how to contribute to class discussions               <ul style="list-style-type: none"> <li>- Questions/responses</li> </ul> </li> </ul> Use graphic organizer to organize ideas	
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	<ul style="list-style-type: none"> <li>• Follow rules for discussion</li> <li>• Assume a variety of discussion roles</li> <li>• Listen attentively to participants</li> </ul>	<ul style="list-style-type: none"> <li>• Establish rules and procedures for discussion and group work that encourages cooperation</li> <li>• Review roles that one can take in a discussion</li> <li>• Establish procedures for tracking goals</li> </ul>	
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<ul style="list-style-type: none"> <li>• Ask questions that require detailed responses</li> <li>• Respond to questions with relevant answers</li> </ul>	<ul style="list-style-type: none"> <li>• Model open ended questions that required detailed responses</li> <li>• Encourage thoughtful commentary</li> </ul>	
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<ul style="list-style-type: none"> <li>• Synthesize ideas presented in discussion</li> <li>• Draw conclusions based on discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Model how to evaluate all the information presented</li> <li>• Have students reflect on original ideas vs. ideas after the discussion</li> </ul>	

<b>Essential Question(s):</b> How do readers use information presented in diverse formats to determine main ideas and supporting details?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
<b>Standard:</b> SL.8.2			
<b>Vocabulary:</b> media, purpose, tone			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Analyze the purpose of information provided by various forms of media</li> <li>Evaluate the motives of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Provide samples of diverse media</li> <li>Model how to effectively analyze the purpose of the information</li> <li>Provide opportunities to identify and evaluate motive of presentation</li> </ul>	

<b>Essential Question(s):</b> How do listeners evaluate speakers?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
<b>Standard:</b> SL.8.3			
<b>Vocabulary:</b> argument, claim, fallacies, bias, balanced			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Recognize logical fallacies in media and their impact on the listener or viewer</li> <li>Determine if the speaker is balanced or bias</li> </ul>	<ul style="list-style-type: none"> <li>Introduce logical fallacies (i.e. card-stacking, band wagon, non sequitur, slipper slope, ad hominem).</li> <li>Use a graphic organizer to identify a speaker's arguments</li> </ul>	



<b>Essential Question(s):</b> How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
<b>Standard:</b> SL.8.4			
<b>Vocabulary:</b> coherent			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Develop a comprehensive presentation including - facts, details, descriptions, and examples</li> <li>• Demonstrate effective public speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Model and provide examples effective public speaking skills</li> <li>• Provide examples of an effective presentation</li> <li>• Provide presentation rubric</li> </ul>	

<b>Essential Question(s):</b> How do students enhance a presentation?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
<b>Standard:</b> SL.8.5			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> <li>• Locate relevant multimedia and visual components to enhance presentation</li> <li>• Effectively use multimedia and visuals to support presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide list of possible multimedia components</li> <li>• Show examples of visual aids</li> <li>• Provide exemplary samples of presentations</li> </ul>	

**Essential Question(s):** How do students demonstrate command of formal English?

**21st Century Skill:** Critical Thinking and Problem Solving, Communication and Collaboration

**Speaking and Listening**

**CCR Anchor Standard: Presentation of Knowledge and Ideas**

**Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Standard:** SL.8.6

**Vocabulary:**

<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"><li>• Identify audience and purpose for presentation</li><li>• Use language appropriate to situation</li></ul>	<ul style="list-style-type: none"><li>• Review characteristics of formal and informal English language (transitions, slang, pronunciation etc)</li><li>• Provide opportunities for use of formal and informal English</li></ul>	

**Language Arts Curriculum: Grade 8**  
**Language**

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English to convey a message?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Standard:</b> L.8.1			
<b>Vocabulary:</b> verbals, gerunds, participles, infinitives, indicative, imperative, interrogative, conditional, subjunctive mood			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the function of verbals</li> <li>• Use verbals to enhance sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Review form and function of verbals</li> <li>• Model effective use of verbals in written expression</li> <li>• Provide opportunities for students to use verbals in their writing</li> </ul>	
b. Form and use verbs in the active and passive voice.	<ul style="list-style-type: none"> <li>• Distinguish the difference between active and passive voice</li> <li>• Use verbs in the active and passive voice</li> </ul>	<ul style="list-style-type: none"> <li>• Review active and passive voice</li> <li>• Provide examples of active and passive voice</li> <li>• Provide opportunities for students to use verbs in active and passive voice</li> </ul>	
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the formation of verbs in various moods</li> <li>• Apply an understanding of the relationship between the mood of the verb and the purpose of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Define target verb forms</li> <li>• Provide examples of verb in various moods</li> <li>• Provide opportunities for students to use verbs in various moods</li> </ul>	
d. Recognize and correct inappropriate shifts in verb voice and mood.*	<ul style="list-style-type: none"> <li>• Strengthen writing and speaking by correcting inappropriate shifts in mood and voice of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Review voice and mood</li> <li>• Providing practice in editing for correct mood and voice</li> </ul>	

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English mechanics to convey a message?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Standard:</b> L.8.2			
<b>Vocabulary:</b> ellipsis, omission			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Apply an understanding of the choices and functions among punctuation to show a pause or break</li> <li>Strengthen writing by editing for correct punctuation to indicate a pause or break</li> </ul>	<ul style="list-style-type: none"> <li>Review the uses of the comma, ellipsis and dash</li> <li>Assign appropriate practice as needed</li> </ul>	
b. Use an ellipsis to indicate an omission.	<ul style="list-style-type: none"> <li>Apply an understanding of punctuation to show an omission</li> </ul>	<ul style="list-style-type: none"> <li>Model how to use the ellipsis to indicate an omission</li> </ul>	
c. Spell correctly.	<ul style="list-style-type: none"> <li>Spell correctly grade appropriate general academic and domain specific words</li> <li>Use print, digital, and prior knowledge to support correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>Use grade appropriate non-familiar words (i.e. vocabulary words) or spelling demons to reinforce correct spelling</li> <li>Stress the importance of proofreading for spelling</li> </ul>	

<b>Essential Question(s):</b> How do students use their knowledge of language to communicate effectively and increase understanding?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Knowledge of Language</b>			
<b>Anchor Standard 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
<b>Standard:</b> L.8.3			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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)	<ul style="list-style-type: none"> <li>Recognize when to use active voice and passive voice according to purpose</li> <li>Apply an understanding of how the mood of verbs affects meaning in speech or writing</li> </ul>	<ul style="list-style-type: none"> <li>Provide practice to determine when to use active and passive voice</li> <li>Provide examples of how mood conveys meaning</li> </ul>	

<b>Essential Question(s):</b> How do students use context clues and word parts to clarify the meaning of unknown words?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
<b>Standard:</b> L.8.4			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , 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.	<ul style="list-style-type: none"> <li>Apply an understanding of the various types of context clues to determine word or phrase meaning</li> <li>Apply an understanding of inference and drawing conclusions to determine word or phrase meaning</li> </ul>	<ul style="list-style-type: none"> <li>Review and model use of context clues to determine meaning</li> </ul>	

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).	<ul style="list-style-type: none"> <li>• Apply an understanding of basic word parts as clues to word meaning</li> <li>• Apply an understanding of root word families to determine the meaning of a word</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word lists based on Greek or Latin affixes and roots</li> <li>• Create word wall, class dictionary, word of the day</li> </ul>	
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.	<ul style="list-style-type: none"> <li>• Use reference materials, both print and digital, to refine word choices</li> </ul>	<ul style="list-style-type: none"> <li>• Review how to use and locate appropriate reference materials</li> <li>• Review how to use a pronunciation key in a dictionary</li> </ul>	
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).	<ul style="list-style-type: none"> <li>• Apply an understanding of the skills in L.4.a-c to verify word meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult appropriate reference materials.</li> </ul>	

<b>Essential Question(s):</b> How do students demonstrate their understanding of word meaning when making connections between related words?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 5:</b> Demonstrate understanding of word relationships and nuances in word meanings.			
<b>Standard:</b> L.8.5			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Determine the meaning of figurative language in context</li> <li>• Apply knowledge of figurative language to a critical reading of a text.</li> <li>• Interpret how figurative language conveys experiences and events</li> <li>• Analyze professional,</li> </ul>	<ul style="list-style-type: none"> <li>• Define and provide examples of a variety of a figurative language.</li> <li>• Ask students- " Why do authors use different types of figurative language?" "How does its use impact the text?"</li> <li>• Guide students to identify and interpret the use of figurative language in context</li> </ul>	

	peer, and their own writing to determine how figurative language contributes to meaning		
b. Use the relationship between particular words to better understand each of the words.	<ul style="list-style-type: none"> <li>Apply an understanding of connections between words according to their relationship</li> </ul>	<ul style="list-style-type: none"> <li>Provide practice for students to determine the connections that exist between words</li> </ul>	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).	<ul style="list-style-type: none"> <li>Apply an understanding of connotation to judge word choice</li> <li>Discuss how precise words convey experiences and events</li> </ul>	<ul style="list-style-type: none"> <li>Review the difference between connotation and denotation</li> <li>Provide and encourage students to use reference materials</li> <li>Create a word wall, class dictionary, Word of the Day, synonym web</li> </ul>	

<b>Essential Question(s):</b> How do student apply their knowledge of the English language to communicate most effectively?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
<b>Standard:</b> L.8.6			
<b>Vocabulary:</b> Standard English			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Use grade appropriate language and vocabulary at a level of proficiency</li> <li>Independently use standard English to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>Model appropriate standard English</li> <li>Provide speaking and writing opportunities during which students can strength command of standard English</li> </ul>	