

Eighth Grade Reporting Standards

Speaking and Listening

I can engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).

I can present my claims and findings in a coherent manner and with sound reasoning and relevant evidence.

Reading

I can cite multiple pieces of evidence that strongly supports text analysis.

I can determine and analyze the central idea(s) of a text, and provide an objective summary of what was read.

I can independently read and comprehend a variety of texts at grade level.

I can analyze the structure of a text and assess the effectiveness of the evidence and reasoning used to support the claims made.

Writing

I can write narrative text that develops and show relationships among real or imagined events.

I can write arguments to supports claims, and distinguish opposing claims, with clear reasons and relevant evidence

I can write informative pieces to examine a topic and convey ideas.

I can research, write, and correctly cite evidence.

Language

I can use and identify correct conventions when writing, speaking, reading, or listening.

I can determine or clarify the meaning of unknown and multiple meaning words or phrases.

ELA 8 Year at a Glance

2016-2017

	Unit 1: Influence 8/24 - 10/7	Unit 2: Motivation 10/10 - 12/2	Unit 3: Adversity 12/5-1/27	Unit 4: Change 1/30 - 3/10	Unit 5: Innovation 3/13 - 4/21	Unit 6: Progress 4/24 - End
Writing Focus	Informational	Narrative/ Informational	Argument	Argument	Informational/ Argument	Narrative
Essential Question	What is influence?	What is motivation?	What is adversity?	What is change?	What is innovation?	What is progress?
Explicit Vocabulary	Summary Paraphrase Quote Central/Main Idea Paragraph Structure Text Structures	Textual Evidence Citation Inference Source Plagiarism Text Structures	Fact/Opinion Hook (Bringer) Claim Thesis Counterclaim Transitions	Valid Reasoning Explicit/Implicit Evidence Analyze/Evaluate/Interpret Connotation/Denotation	Spiral Review	Figurative Language (i.e. Analogies, Allusions, symbolism, metaphor, etc.) Mood/Tone Narrative Elements (i.e. plot, characterization, etc.)
Vocabulary Through Morphemes	Prefixes	Prefixes	Roots	Roots	Suffixes	Suffixes
Honors Extension Suggestions (Assign 2 projects per term & 1 year-long project)	Extra Informational Passage Extra narrative for analysis Informational writing portfolio Independent Reading	Do the Write Thing Essay Contest Mock Trial Book clubs Letters About Literature Independent Reading	Fishbowl 2 sides of an argument essay Independent Reading	Current Events Projects Writer's Workshop Independent reading	Cornell Notes Grammar Topics Teaching Independent reading	Poetry Slam Joint Narrative Writing Independent reading

<h1>Unit 1: Influence</h1>	
READING	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can cite multiple pieces of evidence from the text that strongly supports text analysis.</p> <p>Common Core Standards: 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.</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>Reporting standard is the supporting standard.</p>
<p>I can determine and analyze the central idea(s) of a text, and provide an objective summary of what was read.</p> <p>Common Core Standards: 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.</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>RL.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>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 [...]</p> <p>RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>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.</p> <p>RI.8.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
<p>I can analyze the structure of a text and assess the effectiveness of the evidence and reasoning used to support the claims made.</p> <p>Common Core Standards: RI.8.5: 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.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>RI.8.8 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.</p> <p>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.</p>

WRITING	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can write informative pieces to examine a topic and convey ideas.</p> <p>Common Core Standards: 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>	<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence</p> <p>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d: Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p>I can research, write, and correctly cite evidence.</p> <p>Common Core Standard W.8.7: Conduct short research projects to answer questions, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>W.8.8: 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 citations.</p>

LANGUAGE	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can use and identify correct conventions when writing, speaking, reading, or listening.</p> <p>Common Core Standard L.8.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L.8.2b: Use an ellipsis to indicate an omission.</p> <p>L.8.2c: Spell correctly.</p> <p>L.8.3: I can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>I can determine or clarify the meaning of unknown and multiple meaning words or phrases.</p> <p>Common Core Standard L.8.4 I can determine or clarify the meaning of unknown and multiple meaning words and phrases.</p>	<p>L.8.4a: 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.</p> <p>L.8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.4c: 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.</p> <p>L.8.4d: 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).</p> <p>L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.b: Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>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.</p>

SPEAKING AND LISTENING	
<i>Reporting Standard</i>	<i>Supporting Standards</i>
<p>I can engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p> <p>Common Core Standards SL8.1: Engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p>	<p>SL8.1a: 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.</p> <p>SL8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL8.2: 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>SL8.3: 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>
<p>I can present my claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p> <p>Common Core Standard SL8.4: Present claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p>	<p>SL8.2: 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>SL8.5: integrate multimedia and visual presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Unit 2: Motivation

READING

Reporting Standards

Supporting Standards

I can cite multiple pieces of evidence from that strongly supports text analysis.

Common Core Standards:

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.

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.

Reporting standard is the supporting standard.

I can determine and analyze the central idea(s) of a text, and provide an objective summary of what was read.

Common Core Standards:

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.

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.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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 [...]

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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.

RI.8.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

I can analyze the structure of a text and assess the effectiveness of the evidence and reasoning used to support the claims made.

Common Core Standards:

RI.8.5: 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.

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.8.3: 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.

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.

RI.8.8 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.

RI.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.

WRITING	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can write informative pieces to examine a topic and convey ideas.</p> <p>Common Core Standards: 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>	<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence</p> <p>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d: Establish and maintain a formal style. .Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p>I can write narrative text to develop real or imagined experiences.</p> <p>Common Core Standard W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>W.8.3a: 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.</p> <p>W.8.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3c: 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.</p> <p>W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>

	<p>W.8.3e: Provide a conclusion that follows from and reflects on the W.8.5</p> <p>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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p>I can research, write, and correctly cite evidence.</p> <p>Common Core Standard W.8.7: Conduct short research projects to answer questions, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>W.8.8: 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 citations.</p>

LANGUAGE	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can use and identify correct conventions when writing, speaking, reading, or listening.</p> <p>Common Core Standard L8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L8.2b: Use an ellipsis to indicate an omission.</p> <p>L8.2c: Spell correctly.</p> <p>L8.3: I can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>I can determine or clarify the meaning of unknown and multiple meaning words or phrases.</p> <p>Common Core Standard L8.4 I can determine or clarify the meaning of unknown and multiple meaning words and phrases.</p>	<p>L8.4a: 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.</p> <p>L8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L8.4c: 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.</p> <p>L8.4d: 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).</p> <p>L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.b: Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L8.6: 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.</p>

SPEAKING AND LISTENING	
<i>Reporting Standard</i>	<i>Supporting Standards</i>
<p>I can engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p> <p>Common Core Standards SL8.1: Engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p>	<p>SL8.1a: 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.</p> <p>SL8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL8.2: 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>SL8.3: 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>
<p>I can present my claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p> <p>Common Core Standard SL8.4: Present claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p>	<p>SL8.2: 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>SL8.5: integrate multimedia and visual presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Unit 3: Adversity

READING

Reporting Standards

Supporting Standards

I can cite multiple pieces of evidence that strongly supports text analysis.

Common Core Standards:

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.

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.

Reporting standard is the supporting standard.

I can determine and analyze the central idea(s) of a text, and provide an objective summary of what was read.

Common Core Standards:

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.

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.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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 [...]

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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.

RI.8.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

I can analyze the structure of a text and assess the effectiveness of the evidence and reasoning used to support the claims made.

Common Core Standards:

RI.8.5: 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.

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.8.3: 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.

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.

RI.8.8 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.

RI.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.

WRITING	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can write arguments to supports claims, and distinguish opposing claims, with clear reasons and relevant evidence.</p> <p>Common Core Standard: W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d: Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p>I can research, write, and correctly cite evidence.</p> <p>Common Core Standard W.8.7: Conduct short research projects to answer questions, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>W.8.8: 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 citations.</p>

LANGUAGE	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can use and identify correct conventions when writing, speaking, reading, or listening.</p> <p>Common Core Standard L8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L8.1b: Form and use verbs in the active and passive voice.</p> <p>L8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L8.1d: Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L8.3: I can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L8.3a: Use verbs in active and passive voice.</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>I can determine or clarify the meaning of unknown and multiple meaning words or phrases.</p> <p>Common Core Standard L8.4 I can determine or clarify the meaning of unknown and multiple meaning words and phrases.</p>	<p>L8.4a: 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.</p> <p>L8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L8.4c: 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.</p> <p>L8.4d: 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).</p> <p>L8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L8.5.b: Use the relationship between particular words to better understand each of the words.</p> <p>L8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L8.6: 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.</p>

SPEAKING AND LISTENING	
<i>Reporting Standard</i>	<i>Supporting Standards</i>
<p>I can engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p> <p>Common Core Standards SL8.1: Engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p>	<p>SL8.1a: 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.</p> <p>SL8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL8.2: 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>SL8.3: 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>
<p>I can present my claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p> <p>Common Core Standard SL8.4: Present claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p>	<p>SL8.2: 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>SL8.5: integrate multimedia and visual presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Unit 4: Change

READING

Reporting Standards

Supporting Standards

I can cite multiple pieces of evidence that strongly supports text analysis.

Common Core Standards:

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.

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.

Reporting standard is the supporting standard.

I can determine and analyze the central idea(s) of a text, and provide an objective summary of what was read.

Common Core Standards:

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.

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.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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 [...]

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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.

RI.8.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

I can analyze the structure of a text and assess the effectiveness of the evidence and reasoning used to support the claims made.

Common Core Standards:

RI.8.5: 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.

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.8.3: 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.

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.

RI.8.8 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.

RI.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.

WRITING	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can write arguments to supports claims, and distinguish opposing claims, with clear reasons and relevant evidence.</p> <p>Common Core Standard: W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d: Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p>I can research, write, and correctly cite evidence.</p> <p>Common Core Standard W.8.7: Conduct short research projects to answer questions, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>W.8.8: 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 citations.</p>

LANGUAGE	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can use and identify correct conventions when writing, speaking, reading, or listening.</p> <p>Common Core Standard L8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L8.1b: Form and use verbs in the active and passive voice.</p> <p>L8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L8.1d: Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L8.3: I can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L8.3a: Use verbs in active and passive voice.</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>I can determine or clarify the meaning of unknown and multiple meaning words or phrases.</p> <p>Common Core Standard L8.4 I can determine or clarify the meaning of unknown and multiple meaning words and phrases.</p>	<p>L8.4a: 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.</p> <p>L8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L8.4c: 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.</p> <p>L8.4d: 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).</p> <p>L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.b: Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L8.6: 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.</p>

SPEAKING AND LISTENING	
<i>Reporting Standard</i>	<i>Supporting Standards</i>
<p>I can engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p> <p>Common Core Standards SL8.1: Engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p>	<p>SL8.1a: 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.</p> <p>SL8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL8.2: 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>SL8.3: 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>
<p>I can present my claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p> <p>Common Core Standard SL8.4: Present claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p>	<p>SL8.2: 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>SL8.5: integrate multimedia and visual presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Unit 5: Innovation

READING

Reporting Standards

Supporting Standards

I can cite multiple pieces of evidence that strongly supports text analysis.

Common Core Standards:

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.

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.

Reporting standard is the supporting standard.

I can determine and analyze the central idea(s) of a text, and provide an objective summary of what was read.

Common Core Standards:

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.

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.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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 [...]

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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.

RI.8.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

I can analyze the structure of a text and assess the effectiveness of the evidence and reasoning used to support the claims made.

Common Core Standards:

RI.8.5: 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.

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.8.3: 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.

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.

RI.8.8 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.

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.

WRITING	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can write arguments to supports claims, and distinguish opposing claims, with clear reasons and relevant evidence.</p> <p>Common Core Standard: W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d: Establish and maintain a formal style. .Provide a concluding statement or section that follows from and supports the argument presented</p> <p>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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p>I can write informative pieces to examine a topic and convey ideas.</p> <p>Common Core Standard: 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>	<p>W8.1: Write arguments to support claims with clear reasons and relevant evidence</p> <p>W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d: Establish and maintain a formal style.Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W8.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>

	<p>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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p>I can research, write, and correctly cite evidence.</p> <p>Common Core Standard W.8.7: Conduct short research projects to answer questions, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>W.8.8: 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 citations.</p>

LANGUAGE	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can use and identify correct conventions when writing, speaking, reading, or listening.</p> <p>Common Core Standard L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.1b: Form and use verbs in the active and passive voice.</p> <p>L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3: I can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.3a: Use verbs in active and passive voice.</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>I can determine or clarify the meaning of unknown and multiple meaning words or phrases.</p> <p>Common Core Standard L.8.4 I can determine or clarify the meaning of unknown and multiple meaning words and phrases.</p>	<p>L.8.4a: 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.</p> <p>L.8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.4c: 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.</p> <p>L.8.4d: 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).</p> <p>L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.b: Use the relationship between particular words to better understand each of the words.</p>

	<p>L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>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.</p>
SPEAKING AND LISTENING	
<i>Reporting Standard</i>	<i>Supporting Standards</i>
<p>I can engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p> <p>Common Core Standards SL.8.1: Engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p>	<p>SL.8.1a: 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.</p> <p>SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <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>
<p>I can present my claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p> <p>Common Core Standard SL.8.4: Present claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p>	<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.8.5: integrate multimedia and visual presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Unit 6: Progress

READING

Reporting Standards

Supporting Standards

I can cite multiple pieces of evidence that strongly supports text analysis.

Common Core Standards:

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.

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.

Reporting standard is the supporting standard.

I can determine and analyze the central idea(s) of a text, and provide an objective summary of what was read.

Common Core Standards:

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.

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.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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 [...]

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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.

RI.8.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

I can analyze the structure of a text and assess the effectiveness of the evidence and reasoning used to support the claims made.

Common Core Standards:

RI.8.5: 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.

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.8.3: 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.

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.

RI.8.8 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.

RI.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.

WRITING	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can write narrative text to develop real or imagined experiences.</p> <p>Common Core Standard: W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>W.8.3a: 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.</p> <p>W.8.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3c: 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.</p> <p>W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3e: Provide a conclusion that follows from and reflects on the W.8.5</p> <p>W8.5: 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.</p> <p>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</p> <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>

LANGUAGE	
<i>Reporting Standards</i>	<i>Supporting Standards</i>
<p>I can use and identify correct conventions when writing, speaking, reading, or listening.</p> <p>Common Core Standard L8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L8.1b: Form and use verbs in the active and passive voice.</p> <p>L8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L8.1d: Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L8.3: I can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L8.3a: Use verbs in active and passive voice.</p> <p>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>I can determine or clarify the meaning of unknown and multiple meaning words or phrases.</p> <p>Common Core Standard L8.4 I can determine or clarify the meaning of unknown and multiple meaning words and phrases.</p>	<p>L8.4a: 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.</p> <p>L8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L8.4c: 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.</p> <p>L8.4d: 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).</p> <p>L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5.b: Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>L8.6: 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.</p>

SPEAKING AND LISTENING	
<i>Reporting Standard</i>	<i>Supporting Standards</i>
<p>I can engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p> <p>Common Core Standards SL8.1: Engage effectively in a variety of discussions (one-on-one, teacher led, and in groups).</p>	<p>SL8.1a: 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.</p> <p>SL8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL8.2: 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>SL8.3: 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>
<p>I can present my claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p> <p>Common Core Standard SL8.4: Present claims and findings in a coherent manner and with sound reasoning and relevant evidence.</p>	<p>SL8.2: 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>SL8.5: integrate multimedia and visual presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Honors Requirements

Teachers will choose 2 of the following projects per term to complete in Honors classes and AT LEAST 1 year-long project. Students with ILP's can be assigned additional projects from this list.

Students with ILP's can be assigned additional projects from this list.

Year Long Projects	Extension Learning Activity (deepens Core)	Project Based Learning (in class)	Outside/Supplemental Project
<p>Morph my ology Text Response Journaling</p> <p>1 independent reading novel per month with 2-3 paragraph responses with varied text structures: sequence, compare & contrast, problem/solution, cause & effect, or description</p> <p>1 book project/presentation per term (Book in a Bag, Comic Con, Book Talk...)</p>	<p>Extra Informational Passage (compare & contrast, cause & effect, etc.)</p> <p>Extra narrative for analysis (lit. element; influence; etc.)</p> <p>Close reading with extra text</p> <p>Supplemental Articles with discussion response on CANVAS</p> <p>Fishbowl/ Socratic Seminar/ Philosophical Chairs</p> <p>Read - Around - Groups</p> <p>Formal note taking: cornell notes, formal outlining procedures with Roman numerals</p> <p>Poetry Slam</p> <p>Writing both sides of an argument essay</p> <p>Weekly reading/writing assignments (i.e. current event articles with responses)</p>	<p>Mock Trial</p> <p>Create your own community (dystopia/utopia)</p> <p>Public Service Announcement/Persuasive Media Project</p> <p>Multigenre writing project on same topic (i.e. information, argument, narrative essays on sports)</p> <p>Multimedia presentation</p> <p>Propaganda vs Argument Analysis Project</p> <p>Alternative perspective essay (i.e. rewrite scene from <u>The Outsiders</u> using same dialogue from the novel)</p> <p>Other essay - interview a person who is different and write an essay about them</p> <p>When I grow up essay (research a job they might want to have and write the steps they will take to achieve it.)</p>	<p>Extra Argument Essay</p> <p>My Personal Journey -- Personal essay connecting to unit.</p> <p>One Writing Contest: "Do The Write Thing" (Dec.) or "Martin Luther King" (Feb. or Mar.)</p> <p>Book Clubs Literary Circles (Student Run) Writer's</p> <p>Workshop</p> <p>Peer Tutoring (Bruin's Den, Viking Time...)</p> <p>Grammar topics teaching</p>