Core Essentials Grade 8

At the end of the **First Trimester**, students in eighth grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Study the various types of conflict within a story; Recognize character's feelings (Unit 1) Determine character motives (Unit 2) Set a purpose for reading (Unit 2) Critical Review (Unit 2) Setting and Mood (Unit 3) Recognize Science Fiction (Unit 3) Cite the textual evidence that supports inferences drawn from the text (RL 8.1)
- ✓ Setting and Mood (Unit 3) Recognize Science Fiction (Unit 3) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (RL 8.2)
- ✓ Stages of plot; Recognize subplots; Foreshadowing within the story (Unit 1) Determine the character traits and motivations of the characters (Unit 2) Determine character motives (Unit 2) 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 8.3)
- ✓ Use of suspense (Unit 1) Setting and Mood (Unit 3) Mood relating to setting (Unit 3) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (RL 8.4)
- ✓ Study sequence of the story including flashback (Unit 1) 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 8.5)
- ✓ Evaluate the narrator and his reliability (Unit 1) Determine the stories point of view (Unit 2) Identify type of narrator (Unit 3) 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 (RL 8.6)
- ✓ Review camera angles and music (Unit 1) Critical Review (Unit 2) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (RL 8.7)

Reading Standards for Informational Text (RI)

- ✓ Identify scope of the timeline (Unit 2) 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)
- ✓ Identify scope of the timeline (Unit 2) 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 (RI 8.9)

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Writing Standards (W)

- ✓ Critical Review (Unit 2) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically (W 8.1a)
- ✓ Critical Review (Unit 2) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W 8.1b)
- ✓ Critical Review (Unit 2) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (W 8.1c)
- ✓ Critical Review (Unit 2) Establish and maintain a formal style (W 8.1d)
- ✓ Critical Review (Unit 2) Provide a concluding statement or section that follows from and supports the argument presented (W 8.1e)
- ✓ Create a newspaper article; Analyze characters' plan (Unit 1) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W 8.2)
- ✓ Write a dialogue between two characters in the story (Unit 1) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (W 8.2b)
- ✓ Write a paper using real life experiences (Unit 1) 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 (W 8.3a)
- ✓ Add dialogue to a personal narrative (Unit 1) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W 8.3b)
- ✓ Create flow within a personal narrative (Unit 1) 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. (W 8.3c)
- ✓ Include descriptive language in personal narrative (Unit 1) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W 8.3d)
- ✓ Include lesson learned within closing of personal narrative (Unit 1) Provide a conclusion that follows from and reflects on the narrated experiences or events (W 8.3e)
- ✓ Personal narrative (Unit 1) Critical Review (Unit 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W 8.4)
- ✓ Peer edit personal narrative (Unit 1) Critical Review (Unit 2) 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 (W 8.5)

Core Essentials Grade 8

- ✓ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (W 8.10)
- ✓ Critical Review (Unit 2), Writing for assessment (Unit 3) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)

Speaking and Listening Standards (SL)

- ✓ Discuss stories in small groups (Unit 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 (SL 8.1)
- ✓ Analyze and discuss visual aids (Unit 1) (Unit 2) (Unit 3) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL 8.2)
- ✓ Presenting an Oral Presentation (Unit 1) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL 8.4)
- ✓ Presenting an Oral Presentation (Unit 1) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL 8.6)

Language Standards (L)

- ✓ Avoid Sentence Fragments (Unit 1) Avoid Run-on Sentences (Unit 1) Use Progressive Form Correctly) (Unit 1) Critical Review (Unit 2) Prepositional phrases in writing (Unit 3) Recognize misplaced modifiers (Unit 3) Write arguments to support claims with clear reasons and relevant evidence (L 8.1)
- ✓ Identify the mood of the sentence (Unit 2) Critical Review (Unit 2) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (L 8.1c)
- ✓ Avoid Run-On Sentences (Unit 1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L 8.2)
- ✓ Avoid Sentence Fragments (Unit 1) Critical Review (Unit 2) Use knowledge of language and its conventions when writing, speaking, reading, or listening (L 8.3)
- ✓ Learn new vocabulary words related to story (Unit 1) (Unit 2)(Unit 3)Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies (L 8.4)
- ✓ Use of prefixes fore- and mal- (Unit 2) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (L 8.4b)

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- ✓ Homographs (Unit 3) 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 (L 8.4c)
- ✓ Homographs (Unit 3) 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)(L8.4d)
- ✓ Analogies (Unit 2) Use the relationship between particular words to better understand each of the words (L 8.5b)
- ✓ Utilize academic vocabulary (Unit 1)(Unit 2)(Unit 3) 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 (L 8.6)

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At the end of the **Second Trimester**, students in eighth grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Find the theme and symbol (Unit 4) **Analyze the text** (Unit 4) Make inferences while reading a poem (Unit 4) (Unit 5) Literary **analysis** (Unit 6) Study the various types of conflict within a story. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RL 8.1)
- ✓ Universal Theme (Unit 4) Summarize – retelling the main idea (Unit 5) (Unit 6) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (RL 8.2)
- ✓ Punctuating quotations (Unit 5) Compound sentences (Unit 6) **Use punctuation (comma, ellipsis, dash) to indicate a pause or break (L 8.2a)**
- ✓ Punctuating quotations (Unit 5) **Revising literary analysis** (Unit 6) **Use an ellipsis to indicate an omission** (L 8.2b)
- ✓ Appreciating poetry (Unit 4) (Unit 5) Stanza (Unit 4) (Unit 5) Metaphor and simile (Unit 4) (Unit 5) Recognize sound devises used in poetry (Unit 4) (Unit 5) Paraphrase (Unit 5) Recognizing rhythm and meter (Unit 5) Word choice (Unit 6) Tone (Unit 6) Style in poetry (Unit 6) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (RL 8.4)
- ✓ Appreciating poetry (Unit 4), (Unit 5) Stanza (Unit 4) (Unit 5) Metaphor and simile (Unit 4) (Unit 5) Recognizing traditional forms in poetry (Unit 4) (Unit 5) Recognizing Narrative poetry (Unit 5) Recognizing rhyme scheme in poetry (Unit 4) (Unit 5) Paraphrase (Unit 5) Comparing style (Unit 6) Style in poetry (Unit 6) **Literary analysis** (Unit 6) 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 8.5)
- ✓ Appreciating poetry (Unit 4) 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 (RL 8.9)
- ✓ **Literary analysis** (Unit 6) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)

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Reading Standards for Informational Text (RI)

- ✓ Support inferences (Unit 6) 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)
- ✓ Connection among ideas (Unit 6) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI 8.3)
- ✓ Comparing tone (Unit 6) Monitoring reading (Unit 6) 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 (RI 8.4)

Writing Standards (W)

- ✓ Writing for assessment – Compare and contrast two works that share a similar theme. (Unit 4) Write arguments to support claims with clear reasons and relevant evidence (W 8.1)
- ✓ Create an Online Feature Article (Unit 5) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W 8.2)
- ✓ Create an Online Feature Article (Unit 5) Literary Analysis (Unit 6) 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 (W 8.2a)
- ✓ Choose a topic (Unit 5) Choose a literary text (Unit 6) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (W 8.2b)
- ✓ Organization of ideas (Unit 5) Organize your response (Unit 6) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W 8.2c)
- ✓ Correctly selected vocabulary (Unit 5) (Unit 6) Use precise language and domain-specific vocabulary to inform about or explain the topic (W 8.2d)
- ✓ Written in proper voice (Unit 5) (Unit 6) Establish and maintain a formal style. (W 8.2e)
- ✓ Conclusion – repeats controlling idea and explains significance of topic (Unit 5) (Unit 6) Provide a concluding statement or section that follows from and supports the information or explanation presented (W 8.2f)
- ✓ Write a short story. (Unit 4) (Unit 5) 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 (W 8.3a)

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✓ Write a short story using dialogue. (Unit 4) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W 8.3b)

✓ Write a short story (Unit 4) 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 (W 8.3c)

✓ Write a short story. (Unit 4) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W 8.3d)

✓ Write a short story (Unit 4) Provide a conclusion that follows from and reflects on the narrated experiences or events (W 8.3e)

✓ Write a short story using correct sequence (Unit 4) Online feature article written in proper sequence (Unit 5) Draft literary analysis (Unit 6) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W 8.4)

✓ Write a short story (Unit 4) Revise online feature article (Unit 5) Revise literary analysis (Unit 6) Sentence variety (Unit 6) 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 (W 8.5)

✓ Produce a video (Unit 4) Online Feature Article (Unit 5) 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 (W 8.6)

✓ Write a short story (Unit 4) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (W 8.10)

✓ Literary analysis (Unit 6) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)

Speaking and Listening Standards (SL)

✓ Discuss stories in small groups (Unit 4) (Unit 5) 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 (SL 8.1)

✓ Question through peer edit (Unit 5) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (SL 8.1c)

✓ Analyze and discuss visual aids (Unit 6) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (SL 8.2)

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✓ Publish online feature article (Unit 5) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (SL 8.5)

✓ Presenting an Online feature article (Unit 5) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL 8.6)

Language Standards (L)

✓ Form compound sentences (Unit 6) Pronouns and antecedents (Unit 6) Write arguments to support claims with clear reasons and relevant evidence (L 8.1)

✓ Verb voice (Unit 5) Form and use verbs in the active and passive voice (L 8.1b)

✓ Edit online feature article (Unit 5) Recognize and correct inappropriate shifts in verb voice and mood (L 8.1d)

✓ Punctuating quotations (Unit 5) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L 8.2)

✓ Punctuating quotations (Unit 5) Form compound sentences (Unit 6) Use punctuation (comma, ellipsis, dash) to indicate a pause or break (L 8.2a)

✓ Punctuating quotations (Unit 5) Use an ellipsis to indicate an omission. (L 8.2b)

✓ Suffix –ly (Unit 4) Add suffixes correctly (Unit 5) Spell correctly (L 8.2c)

✓ Form compound sentences (Unit 6) Sentence variety (Unit 6) Use knowledge of language and its conventions when writing, speaking, reading, or listening (L 8.3)

✓ Proper verb choice (Unit 5) 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) (L 8.3a)

✓ Learn new vocabulary words related to story (Unit 4) (Unit 5)(Unit 6) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies (L 8.4)

✓ Latin root *leg* (Unit 6) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (L 8.4b)

✓ Connotation (Unit 6) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute) (L 8.5c)

✓ Utilize academic vocabulary (Unit 4)(Unit 5)(Unit 6) Latin root *leg* (Unit 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 (L 8.6)

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At the end of the **Third Trimester**, students in eighth grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Writer's background (Unit 7) Cultural context (Unit 7) Make inferences (Unit 7) Study the various types of conflict within a story. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RL 8.1)
- ✓ Cultural context (Unit 7) Recognize Science Fiction (Unit 3) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (RL 8.2)
- ✓ Compare and contrast two characters (Unit 7) Determine the character traits and motivations of the characters. (Unit 2) Determine character motives (Unit 2) 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 8.3)
- ✓ Analyzing a poem (Unit 7) Stanza (Unit 4) Metaphor and simile (Unit 4) Recognize sound devises used in poetry (Unit 4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (RL 8.4)
- ✓ Appreciating poetry (Unit 4) Stanza (Unit 4) Metaphor and simile (Unit 4) Recognizing traditional forms in poetry (Unit 4) Recognizing rhyme scheme in poetry (Unit 4) 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 8.5)
- ✓ Evaluate the narrator and his reliability (Unit 1) Determine the stories point of view (Unit 2) Identify type of narrator (Unit 3) 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 (RL 8.6)
- ✓ Review camera angles and music (Unit 1) Critical Review (Unit 2) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (RL 8.7)

Reading Standards for Informational Text (RI)

- ✓ The argument of a persuasive text (Unit 9) Set a purpose for reading (Unit 9) Research paper (Unit 10) 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)
- ✓ Using text features (Unit 8) Summarize (Unit 8) Main idea (Unit 8) Organization of ideas (Unit 8) 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 8.2)

- ✓ Using text features (Unit 8) Persuasion (Unit 9) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI 8.3)
- ✓ Technical directions (Unit 8) Persuasion (Unit 9) Analyze rhetoric and reasoning (Unit 9) 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 (RI 8.4)
- ✓ Using text features (Unit 8) Organization of ideas (Unit 8) Technical directions (Unit 8) 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 (RI 8.5)
- ✓ Persuasive techniques of a persuasive text (Unit 9) Argument (Unit 9) 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 (RI 8.6)
- ✓ Sources in the news (Unit 8) Movie Ad campaign (Unit 9) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (RI 8.7)
- ✓ Analyze the text of a persuasive text (Unit 9) Argument (Unit 9) Analyze rhetoric and reasoning (Unit 9) Text analysis (Unit 9) 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 8.8)
- ✓ Argument (Unit 9) Set a purpose for reading (Unit 9) Text analysis (Unit 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 (RI 8.9)

Writing Standards (W)

- ✓ Writing for assessment – Compare and contrast two works that share a similar persuasive format (Unit 9) Persuasive essay (Unit 9) Write arguments to support claims with clear reasons and relevant evidence (W 8.1)
- ✓ Persuasive essay (Unit 9) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically (W 8.1a)
- ✓ Persuasive essay (Unit 9) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W 8.1b)
- ✓ Persuasive essay (Unit 9) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (W 8.1c)
- ✓ Persuasive essay (Unit 9) Establish and maintain a formal style (W 8.1d)

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- ✓ Persuasive essay (Unit 9) Provide a concluding statement or section that follows from and supports the argument presented (W 8.1e)
- ✓ Create a plan for community relationship (Unit 7) Cause and Effect Essay (Unit 7) Create a Procedural Text (Unit 8) Writing for assessment – Compare and contrast two works that share a similar persuasive format (Unit 9) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W 8.2)
- ✓ Cause and Effect Essay (Unit 7) Create a Procedural Text (Unit 8) Research paper (Unit 10) 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 (W 8.2a)
- ✓ Choose a topic (Unit 7) (Unit 8) (Unit 9) (Unit 10) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (W 8.2b)
- ✓ Organization of ideas (Unit 7) (Unit 8) (Unit 9) (Unit 10) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W 8.2c)
- ✓ Correctly selected vocabulary (Unit 7) (Unit 8) (Unit 9) (Unit 10) Use precise language and domain-specific vocabulary to inform about or explain the topic (W 8.2d)
- ✓ Written in proper voice (Unit 7) (Unit 8) (Unit 9) (Unit 10) Establish and maintain a formal style (W 8.2e)
- ✓ Conclusion – repeats controlling idea and explains significance of topic (Unit 7) (Unit 8) (Unit 9) (Unit 10) Writing for assessment – Compare and contrast two works that share a similar persuasive format (Unit 9) Provide a concluding statement or section that follows from and supports the information or explanation presented (W 8.2f)
- ✓ Write a short story (Unit 4) 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 (W 8.3a)
- ✓ Write a short story using dialogue (Unit 4) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W 8.3b)
- ✓ Write a short story (Unit 4) 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 (W 8.3c)
- ✓ Write a short story (Unit 4) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W 8.3d)
- ✓ Write a short story (Unit 4) Provide a conclusion that follows from and reflects on the narrated experiences or events (W 8.3e)
- ✓ Cause and Effect Essay using correct sequence (Unit 7) Write a procedural text using correct sequence (Unit 8) Research paper (Unit 10) Produce clear and coherent

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writing in which the development, organization, and style are appropriate to task, purpose, and audience (W 8.4)

- ✓ Cause and Effect Essay (Unit 7) Revise procedural text (Unit 8) Persuasive essay (Unit 9) Research paper (Unit 10) 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 (W 8.5)
- ✓ Produce a power presentation (Unit 7) Presenting and responding to an instructional speech (Unit 8) 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 (W 8.6)
- ✓ Cause and Effect Essay (Unit 7) Research paper (Unit 10) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (W 8.7)
- ✓ Research paper (Unit 10) 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 (W 8.8)
- ✓ Cause and Effect Essay (Unit 7) Evaluate graphics (Unit 8) Evaluate procedural text (Unit 8) Persuasive essay (Unit 9) Research paper (Unit 10) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)
- ✓ Cause and Effect Essay (Unit 7) Write a procedural text (Unit 8) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (W 8.10)

Speaking and Listening Standards (SL)

- ✓ Discuss stories in small groups (Unit 4) (Unit 5) 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 (SL 8.1)
- ✓ Evaluate source (Unit 8) Presenting and responding to an instructional speech (Unit 8) 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 (SL 8.1a)
- ✓ Presenting and responding to an instructional speech (Unit 8) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (SL 8.1c)

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- ✓ Evaluate source (Unit 8) Organization (Unit 8) Movie Ad campaign (Unit 9) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (SL 8.2)
- ✓ Speech (Unit 9) Persuasive speech (Unit 9) 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 (SL 8.3)
- ✓ Presenting a power presentation (Unit 7) Presenting and responding to an instructional speech (Unit 8) Persuasive speech (Unit 9) Giving and listening to an informative speech (Unit 10) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL 8.4)
- ✓ Presenting a power presentation (Unit 7) Organization (Unit 8) Presenting and responding to an instructional speech (Unit 8) Movie Ad campaign (Unit 9) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (SL 8.5)
- ✓ Presenting a power presentation (Unit 7) Presenting and responding to an instructional speech (Unit 8) Persuasive speech (Unit 9)) Giving and listening to an informative speech (Unit 10) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL 8.6)

Language Standards (L)

- ✓ Clauses (Unit 7) Appositive phrases (Unit 7) Create a procedural text (Unit 8) Correcting run-on sentences (Unit 9) Placing modifiers (Unit 9) Write arguments to support claims with clear reasons and relevant evidence (L 8.1)
- ✓ Using gerunds and infinitives (Unit 8) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences (L 8.1a)
- ✓ Identify the mood of the sentence (Unit 2) Critical Review (Unit 2) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (L 8.1c)
- ✓ Colons (Unit 7) (Unit 8) Using adjectival clauses (Unit 8) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L 8.2)
- ✓ Revise (Unit 8) Spell correctly (L 8.2c)
- ✓ Clauses (Unit 7) Complex sentences (Unit 7) Persuasive speech (Unit 9) Research paper (Unit 10) Use knowledge of language and its conventions when writing, speaking, reading, or listening (L 8.3)
- ✓ Learn new vocabulary words related to story (Unit 7) (Unit 8)(Unit 9) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies (L 8.4)

Core Essentials Grade 8

- ✓ Context clues (Unit 8) 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 (L 8.4a)
- ✓ Latin root *pend* (Unit 8) Greek Root *exo* (Unit 9) Latin word *gressus* (Unit 9) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (L 8.4b)
- ✓ Reference aids (Unit 7) Using the dictionary (Unit 9) 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 (L 8.4c)
- ✓ Using the dictionary (Unit 9) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) (L 8.4d)
- ✓ Analogies (Unit 7) Use the relationship between particular words to better understand each of the words (L 8.5b)
- ✓ Utilize academic vocabulary (Unit 7)(Unit 8)(Unit 9) 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 (L 8.6)