GRADE 8

Course Overview

MCPS English Language Arts teaching and learning in Eighth Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the "rules" of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Prior to beginning eighth grade, students have had the opportunity to explore an array of texts and write in a variety of genres. While in eighth grade, students will continue to investigate complex and challenging themes through four major units and their guiding questions. In the first two: "Figure it Out: Mysteries" and "Science or Fiction?", students will examine the questions *What makes us want to read?; How do we determine where the line should be drawn between what we consider as fiction and what we explore as science?; and Does fiction fuel science or does science drive the writing of fiction?* In the third unit "The Road Not Taken: Going Against Conventional Wisdom", students will ponder questions such as *Does society always provide us with the best advice?; How do we learn what to value and what choices to make?; and Can literature help us define the greater good?* In the final unit, "Courage in Life and Literature", students will explore the question *How can reading about the courage of real people inform our understanding of resilient literary characters?*

Throughout these units of study, students will work toward a deeper understanding of the complexities of these themes by reading related literature and informational texts from social studies and science and viewing films and other art forms. They will utilize the knowledge gained from these various sources in their attempt to answer these essential guiding questions and to apply their knowledge in a range of performance tasks.

Within the units, students will write a balance of argumentative, informative/explanatory, and narrative essays with a focus on language use, mechanics, and vocabulary development. They will use graphic organizers to lay out their ideas and plan their essays. They will construct responses to literature, engage in a wide variety of informal and formal speaking and listening activities, and present multi-media reports to demonstrate their understanding.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Major Thematic Units, Guiding Questions, Related Texts, and Performance Tasks

Figure it Out: Mysteries
What makes us want to read?

Related Texts:
- Glencoe Literature: Course 3, Theme 8: Hair-Raising Tales
- *The Westing Game* by Ellen Raskin
- *True Confessions of Charlotte Doyle* by Avi
- *The Falcon's Malteser* by Anthony Horowitz
- Selected Stories from *Two Minute Mysteries*, *Scene of the Crime*, *You be the Jury*, and *You be the Detective* by Marvin Miller
- "The Eeny Weeny Beeny Ghost" by Bill Harley (recording from *The Battle of the Mad Scientists and other tales of survival* album)

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:
- **Narrative Writing, Language Usage**

  After reading and discussing mysteries in class, write your own mystery that incorporates the new vocabulary words learned in this unit. Talk your ideas through with a partner, but don't give away the ending! See how long you can keep your reader engaged without giving away the resolution. Your well-developed mystery should hook the reader with a mysterious opening sentence and have a logical sequence of events that is made clear in the concluding section. Edit your writing for varied sentence patterns and consistency in style and tone (see Standards for more details) before publishing your mystery on a class web page. (W.8.3, W.8.4, W.8.5, W.8.6, L.8.1, L.8.2a, b, c L.8.3a)

- **Reading Literature, Opinion Writing**

  Select a pivotal passage or scene from the mystery you are reading. How does this scene fit into the overall structure of the text? How does it contribute to your understanding of the plot? Write your thoughts down in your journal. Reevaluate your claim at the end of the book. Do you still think that passage was critical to the solution? Why or why not? Talk with a partner to justify your answer, and cite specific details from the text. (RL.8.5, W.8.2, SL.8.4)

- **Reading Literature, Speaking and Listening**

  Since you and your classmates are reading different mysteries, keep track of this information in your journal or mark your book with sticky notes to facilitate class discussions about these points:

  - Title and author of your mystery
  - Each character's name, his/her traits, and his/her role in the mystery
  - List of clues, including page numbers on which they are found
  - Make and revise predictions (because mystery stories continually evolve, it is important to make predictions and return to them each time new evidence is found)
  - Solution

Your teacher may ask you to write your response in your journal and share it with a partner before class discussion. The class can also create a shared online spreadsheet to facilitate the exchange of information. (RI.8.4, RI.8.5)

Science or Fiction
How do we determine where the line should be drawn between what we consider as fiction and what we explore as science? Does fiction fuel science or does science drive the writing of fiction?

Related Texts:
- Glencoe Literature: Course 3, Related Stories: "Flowers for Algernon" by Daniel Keyes (Theme 2)," If I Forget Thee O' Earth" (Theme 6)
- *The Giver* by Lois Lowry (read-aloud lessons from Making Meaning, Grade 8)
- Excerpts from *Spark!* by Dr. John J. Ratey and Eric Hagerman
- Excerpts from *Last Child in the Woods* by Richard Louv
- Excerpts from *Outliers* by Malcolm Gladwell
- "The Secrets Inside Your Dog's Mind" by Carl Zimmer (Time Magazine, September 21, 2009)
- "The New Science of Feelings" by Richard J. Davidson with Sharon Begley (Newsweek, February 27 & March 5, 2012)

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:
- **Media, Research, Oral Presentation, Multimedia Presentation**

  After listening to the original 1938 radio broadcast of *The War of the Worlds*, discuss the following questions:

  - Did the radio play hold your attention? Why or why not?
  - Which techniques were effective in making the audio "come alive"?
  - Were you invested in what happened to any of the characters? Why or why not?
  - Does this remind you of any similar stories/broadcasts you have heard? (RL.8.7, SL.8.1)

  Follow up by researching public reaction to the radio broadcast on the night before Halloween in 1938. What effect did the program have on listeners who tuned in late? What elements make the broadcast sound believable? Write your ideas in your journal (or on a shared spreadsheet) and share ideas with a partner prior to class discussion. Compile your own broadcast or other kind of multimedia presentation that exhibits the same elements. (SL.8.3, SL.8.4, SL.8.5)

- **Reading Literature, Speaking and Listening**

  As you read one of the science fiction novels, take notes in your journal or on a spreadsheet about the elements of the story that would classify it as science fiction. Be sure to note page numbers with relevant information so you can cite the text during class discussion.

  - What is the setting of the novel?
  - Who are the character(s) you are studying?

- What is familiar or believable about these characters?
- What is unusual about the characters' circumstances?
- What is the primary theme of the novel (i.e., good vs. evil)?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.8.1, RL.8.2, RL.8.3)

- **Informative Writing, Language Usage, Language Mechanics**

Write an essay response to the essential question: What makes science fiction believable? Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to strengthen your writing, and edit it for the grammar conventions studied so far this year before presenting it to the class. Publish it in written or multimedia format, such as a podcast, on the class web page. (RL.8.2, W.8.4, W.8.5, W.8.6, W.8.8, W.8.9a, W.8.9b, L.8.1, L.8.3a, L.8.5c)

The Road Not Taken: Going Against Conventional Wisdom
Does society always provide us with the best advice? How do we learn what to value and what choices to make? Can literature help us define the greater good?

Related Texts:
- Glencoe Literature, Course 3, Theme 1: "No Place Like Home"
- Glencoe Literature, Course 3, Theme 3: "Which Way to Go?"
- Glencoe Literature, Course 3, Theme 4: "Fantastic Capers and Mischief Makers"
- *The Outsiders* by S.E. Hinton and poem "Nothing Gold"
- *Sports Shorts* by Joseph Bruchac, et al
- *When I Was Your Age* edited by Amy Ehrlich
- *Deathwatch* by Robb White
- *Call of the Wild* by Jack London
- "To Build a Fire" by Jack London
- *Jason's Gold* by Will Hobbs

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:
- **Reading Literature, Argument Writing, Narrative Writing, Language Usage, Language Mechanics**

Reflecting on your experiences reading novels and viewing related films in this unit, as well as literature read all year, write an argument in response to the essential question: Can literature help us to define the greater good? Include at least three examples from texts to support your position. You may also choose to write a narrative that reveals your definition of the greater good or develop a multimedia presentation in which your definition is revealed and explained. In your narrative or presentation, include references to specific examples of what you learned from novels read and films viewed about characters, the effect of settings, and pivotal lines of dialogue. Incorporate a variety of words learned this year. Edit your writing for the grammar conventions studied this year. Publish your essay, story, or multimedia presentation as your culminating project for eighth grade. (W.8.3,

W.8.5, W.8.6, W.8.8, W.8.9a,b, W.8.10, SL.8.4, SL.8.5, L.8.5, L.8.6, L.8.1, L.8.2, L.8.3)

- **Reading Literature, Speaking and Listening**

  As you read the novels (and view the films) in this unit, take notes in your journal or on a spreadsheet about particular lines of dialogue or incidents that propel the action, reveal aspects of a character, or suggest the greater good. Be sure to note page numbers with relevant information so you can cite the text during class discussion.

  - What is the setting of the novel?
  - Who are the major and minor characters?
  - What problems or challenges does (do) the character(s) face? How does he/she overcome these challenges?
  - Which lines of dialogue or events are pivotal to the novel? Why?
  - What elements were changed between the novel and the film version?
  - What traditional, mythical, or Biblical references are made in the novel?
  - What elements of the greater good are revealed, implicitly or explicitly, in the novel?

  Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.8.3, RL.8.7, RL.8.9, RL.8.1, RL.8.2, RL.8.10)

- **Reading Literature**

  Compare the characters of *Hump and Larsen* from *The Sea-Wolf* by Jack London. How do their perspectives on life differ? Are there any similarities between the two characters? Write your responses to these questions in your journal. (RL.8.1, RL.8.3, RL.8.6, RL.8.10)

- **Speaking and Listening, Reading Fluency, Performance**

  Re-read the first poem read in this unit, "The Road Not Taken." After this unit of study, describe how your understanding of this poem has changed. What new insights have you gained? After class discussion, practice reading the poem aloud emphasizing different words. How does changing emphasis change the meaning? Highlight the words and phrases you want to emphasize. Memorize and recite it for your class. How is your interpretation similar to and different from others? (RL.8.2, RL.8.4, SL.8).

Courage in Life and Literature
How can reading about the courage of real people inform our understanding of resilient literary characters?

Related Texts:
- Glencoe Literature, Course 3, Theme 6: "Flashes of Insight"
- Glencoe Literature, Course 3, Theme 7: "Faces of Dignity"
- *Diary of Anne Frank* (play version in Glencoe Literature Book, Theme 7) (E)
- *Anne Frank Remembered* by Miep Gies
- *Milkweed* by Jerry Spinelli
- *The Cage* by Ruth Minsky
- *Number the Stars* by Lois Lowry

(E=Common Core Standards Exemplar Text)

<u>Related Performance Tasks:</u>

- **Informative Writing, Multimedia Presentation, Language Mechanics, Language Usage**

  Reflecting on the novels read and discussed in class, write an informative/explanatory essay in response to the essential question: How can reading about the courage of real people inform our understanding of courageous literary characters? Cite specific details from texts read, not only from English class, but also from history class. After your teacher reviews your first draft, work with a partner to strengthen and edit your writing for phrases and clauses, modifiers, and precise language. Be prepared to summarize your thoughts on two digital slides that include visuals. All slides will be combined into a single presentation for posting on the class web page. (W.8.2, W.8.4, W.8.9a,b, L.8.1, L.8.2a,b, L.8.3a)

- **Research, Reading Informational Text, Informative Writing, Oral Presentation**

  Many rights were taken away from the Jewish people during the Holocaust. Choose one of these rights to research in detail, following the research process through to the presentation of findings, either as an essay or other presentation. When you are done, write a note card about how the right you researched was taken away and include the date. As a class, create a bulletin board or spreadsheet of the note cards in order to share what you have learned with each other. Make sure that the events are arranged in correct chronological order. Discuss how people reacted with perseverance and courage at their rights being taken away. Enter your "takeaway" thoughts from this research and class conversation on the classroom blog so you can continue the conversation electronically. (W.8.7, RI.8.3, RI.8.6, W.8.2, W.8.8, SL.8.1, SL.8.2)

- **Reading Informational Text, Speaking and Listening**

  Compare the speeches by Winston Churchill and Franklin D. Roosevelt. How are the styles and themes similar and different? In what ways does style contribute to the theme of each speech? Write your ideas on a T-chart or Venn diagram in your journal or online and share with a partner prior to class discussion. Cite specific examples of style, such as diction and the use of figurative language. (SL.8.3, RI.8.9, RI.8.6, RI.8.7)

- **Media, Speaking and Listening**

  Watch the HBO documentary *Paper Clips*, which is about a project started by middle school students to remember the people affected by the Holocaust. How does the format contribute to the meaning or impact? As a class, discuss why it is important to learn from history and pass that learning from generation to generation. (RL.7.5, RL.7.7, SL.7.2)

- **Informative Writing, Reading Informational Text, Language Usage**

  Analyze various accounts of World War II events from a variety of print and digital, primary, and secondary resources. In your journal (or a spreadsheet or text document), identify and distinguish among the facts, opinions, and reasoned judgments presented by different people. Include an analysis of the interactions among individuals, events, and ideas, drawing on various accounts from different authors. Include new vocabulary words learned during this unit. Edit your writing for phrases and clauses, modifiers, and precise language. You may even choose to prepare your essay as a podcast and present it to the class. (W.8.2, RI.8.6, RI.8.9, RI.8.3, L.8.6, W.8.4, L.8.1a,b,c,d; L.8.2a,b,c L.8.3a, SL.8.4)

- **Reading Literature, Speaking and Listening**

  As you read one of the fictional stories compare it to *Anne Frank: The Diary of a Young Girl,* take notes in your journal or on a shared online document about how the characters' experiences are similar to and different from Anne Frank's. Be sure to note page numbers with relevant information or mark your text with sticky notes so you can cite the text during class discussion.

  - Where did the character live?
  - What was that character's context? What was happening in the world?
  - What was a typical day like for this person?
  - How is the character's experience similar to Anne Frank's?
  - How is the character's experience different from Anne Frank's?
  - What are some of the author's characterization techniques?

  Prior to class discussion, your teacher may give you the opportunity to share your notes (and/or collaborate on shared online spreadsheet) with a partner who read the same text. (RL.8.2, RL.8.6)

Fiction and nonfiction titles including:

Across Five Aprils, Hunt
Anne Frank Remembered, Gies & Gold
As the Waltz Was Ending, Butterworth
The Cage, Sender
The Calendar Papers, Voight
Call of the Wild, London
*Code Talkers, Bruchac
The Contender, Lipsyte
Death Watch, White
Diary of Anne Frank, Franke
Dog Song, Paulson
The Devil's Arithmetic, Yolen
The Endless Steppe: Growing Up in Siberia, Hautizig
Farewell to Manzanar, Houston
Fifth of March, Rinaldi
Fighting Ground, Avi
Finishing Becca, Rinaldi
Flowers for Algernon, Keyes
The Giver, Lowry
The Glory Field, Myers
Jason's Gold, Hobbs
*Jim Thorpe: Original All-American, Bruchac
Johnny Tremain, Forbes
Leon's Story, Tillage
Lyddie, Paterson
No Promises in the Wind, Hunt

Nothing but the Truth, Avi
The Outsiders, Hinton
Petey, Mikaelsen
The Pigman, Zindel
Rifle, Paulsen
Ruby in the Smoke, Pullman
The Slave Dancer, Fox
True Confessions of Charlotte Doyle, Avi
Transvaal, Paulsen
*Two Old Women, Wallis
The Westing Game, Raskin
Winter Hero, Collier
With Ever Drop of Blood, Collier

Poetry/short stories
Rising Voices: Writing of Young Native Americans – edited by Arlene Hirschfelder and Beverly Singer
A Cheyenne Sketchbook: Selected Poems 1970-1991 by Lance Henson
Moccasin Thunder: American Indian Stories for Today by Carlson, Lori Marie, editor

* denotes Native American Literature

Reading Standards for Literature

Key Ideas and Details
1. **8.RL. 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.
LEARNING TARGETS
   a) I know how to cite several pieces of evidence from a text.
   b) I know how to draw inferences from what I have read explicitly.
   c) I can prioritize the citations of evidence to support an analysis of the text and inferences drawn.

2. **8.RL. 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.
LEARNING TARGETS
   a) I know how to find themes and central ideas of a text.
   b) I know how to describe how ideas and themes develop over the course of a text.
   c) I know that the theme and central ideas of a text are related to the characters, setting, and plot.
   d) I know how to give an objective summary of a text.
   e) After reading a text, I can determine a central theme or idea and describe its development over the course of the text in relation to the characters, setting, and plot.
   f) I can provide an objective summary of the text.

3. **8.RL. 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**.
LEARNING TARGETS
   a) I know how to identify important events and specific lines of dialogue in a story or drama that affect the action, reveal aspects of a character, or provoke a decision.
   b) I can analyze how specific lines of dialogue or incidents propel action, reveal character traits, or provoke a decision in a story or drama.

Craft and Structure

4. **8.RL. 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**.

LEARNING TARGETS

a) I know how to use context clues to determine meanings as used in a text to create figurative and connotative meanings of words.
b) I know specific word choice has an impact on meanings and tone of a text.
c) I know how to describe analogies and allusions.
d) I can evaluate the impact of specific word choices on meaning and tone, including analogies or allusions to other text.

5. **8.RL. 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.**

LEARNING TARGETS

a) I know how to describe the structure of a piece of writing.
b) I know how to describe how text structure contributes to its meaning and style.
c) I can compare and contrast the structure of two or more texts and analyze how the structures contribute to the meaning and style of each text.

6. **8.RL. 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.**

LEARNING TARGETS

a) I know how to identify differences in points of view of characters and the audience or reader.
b) I know how to define and explain the terms suspense and humor.
c) I can analyze how differences in characters' points of view create humor or suspense.

Integration of Knowledge and Ideas

7. **8.RL. 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.**

LEARNING TARGETS

a) I know how to articulate the important parts of a story or drama.
b) I know how to look for these important points within a film or live version of the story or drama.
c) I know how to determine how these changes affect my opinion and experience of the story or drama.
d) I can analyze and evaluate the differences between a written story or drama and the film or live version and can evaluate the choices made by the director or actor(s).

8. *(Not applicable to literature)*

9. **8.RL. 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.** Include texts by and about American Indians.

LEARNING TARGETS
  a) I know common themes, patterns of events, and character types from myths, traditional stories, American Indian texts, and/or religious works.
  b) I know when themes, patterns of events, and character types from myths, traditional stories, and/or religious works appear in modern fiction and can describe their importance.
  c) I can analyze how themes, patterns of events, or character types from myths, traditional stories, American Indian texts, and/or religious works influence modern works.

Range of Reading and Level of Text Complexity

10. **8.RL. 10** - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band **independently and proficiently**.

LEARNING TARGETS
  a) I know how to find stories, dramas, poems, and books within my grade-level age band and reading ability.
  b) I know how to use the comprehension strategies to understand what I read on my own.
  c) I can read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, ask questions, and use the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

1. **8.RI. 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.

LEARNING TARGETS
  a) I know how to cite several pieces of evidence from a text.
  b) I know how to draw inferences from what I have explicitly read.
  c) I can prioritize the citations of evidence to support an analysis of the text and inferences drawn.

2. **8.RI. 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.

LEARNING TARGETS
  a) I know how to identify the central idea of a text and describe its development over the course of the reading.
  b) I know how to identify supporting ideas essential to the central idea.
  c) I know how to provide an impartial summary using details from the text.
  d) I can determine the theme of the text including its relationship to supporting ideas and provide a detailed objective summary.

3. **8.RI. 3** - Analyze **how a text makes connections among and distinctions between** individuals, ideas, or events **(e.g., through comparisons, analogies, or categories)**.

LEARNING TARGETS
   a) I know how to identify connections between individuals, ideas, and events in text.
   b) I know how to identify distinctions or differences between individuals, ideas, or events in text.
   c) I can analyze the connections and distinctions between individuals, ideas, or events in a text.

Craft and Structure

4. **8.RI. 4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, **including analogies or allusions to other texts**.

LEARNING TARGETS
   a) I know how to interpret figurative, connotative, and technical meanings of words.
   b) I know analogies and allusions that appear in various texts.
   c) I know specific word choices influence the meaning and tone of a text.
   d) I can analyze the impact figurative language, including analogies and allusions to other texts, has on the meaning and tone of the text I am reading.

5. **8.RI. 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**.

LEARNING TARGETS
   a) I know how to describe the structure of the paragraphs and sentences with a text.
   b) I know how to describe how structure develops a key concept.
   c) I can analyze how structure of a specific paragraph or sentences develops or refines a key concept in a text.

6. **8.RI. 6** - Determine an author's point of view or purpose in a text including texts by and about American Indians, and analyze how the author **acknowledges and responds to conflicting evidence or viewpoints**.

LEARNING TARGETS
   a) I know how to identify the author's point of view in a text, including texts by/about American Indians.
   b) I know how to identify conflicting evidence or viewpoints in a text, including texts by/about American Indians.
   c) I can analyze how the author addresses and responds to varying viewpoints and evidence in relationship to his/her own view.

Integration of Knowledge and Ideas
7. **8.RI. 7** - **Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**
LEARNING TARGETS
   a) I know how to integrate information from different media or formats.
   b) I know several advantages and disadvantages of using different forms of media (e.g., print text, digital text, video, multimedia) presentations.
   c) I know different forms affect how a particular topic or idea is presented and received.
   d) I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea to a specific audience.

8. **8.RI. 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**. Include texts by and about American Indians.
LEARNING TARGETS
   a) I know how to trace and evaluate an argument and/or specific claims in a text.
   b) I know how to distinguish claims that are supported by valid reasons and/or evidence from claims that are not well supported.
   c) I know how to identify the point at which irrelevant evidence appears in a text.
   d) I can evaluate arguments in a text, including texts by and about American Indians, and assess their validity and relevance.
   e) I can investigate whether there is sufficient evidence to support a claim.

9. **8.RI. 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**. Include texts by and about American Indians
LEARNING TARGETS
   a) I know how to compare and contrast the conflicting information in various texts, including texts by and about American Indians.
   b) I know how to identify where the texts disagree on matters of fact or interpretation.
   c) I can analyze at least two texts on the same topic for divergent information based on fact or interpretation.

Range of Reading and Level of Text Complexity
10. **8.RI. 10** - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band **independently and proficiently**.
LEARNING TARGETS
   a) I know how to find, read, and understand non-fiction texts appropriate to my grade level.
   b) I can use the comprehension strategies to understand appropriate literary non-fiction at and above my grade level.

Writing Standards

Text Types and Purposes
1. Write arguments to support claims with clear reasons and relevant evidence.
a. **8.WR. 1.a** - Introduce claim(s), acknowledge **and distinguish the claim(s)** from alternate or opposing claims, and organize the reasons and evidence logically.
LEARNING TARGETS
   a) I know how to write using clear reasons to support my stance on topics.
   b) I know how to address differences in opposing claims and arguments made regarding my topic.
   c) I know how to logically organize reasons and evidence to support my claims.
   d) I can write claims based on logically organized thoughts and evidence, taking into account counterclaims and evidence.

b. **8.WR. 1.b** - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LEARNING TARGETS
   a) I know how to find reliable outside sources to support my written arguments.
   b) I know how to demonstrate my understanding of a topic using credible sources.
   c) I can write arguments using outside information from credible sources to show my understanding of a topic.

c. **8.WR. 1.c** - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), **counterclaims**, reasons, and evidence.
LEARNING TARGETS
   a) I know how to use words and phrases to show how my thoughts relate to and support my opinions in writing.
   b) I know how to recognize relationships among the varying evidence (including claims, counterclaims, reasons) in my writing.
   c) I can write arguments using language that creates connections and clarifies the relationships among evidence (including claims, counterclaims, and reasons).

d. **8.WR. 1.d** - Establish and maintain a formal style.
LEARNING TARGETS
   a) I know how to create and maintain a certain style in my writing.
   b) I know the importance of using a formal style with specific audiences.
   c) I can write an argument using formal style that is suited to my audience.

e. **8.WR. 1.e** - Provide a concluding statement or section that follows from and supports the argument presented.
LEARNING TARGETS
   a) I know how to end my writing with a statement that sums up my opinion.
   b) I know how to use clear reasoning and relevant evidence to close my written argument.
   c) I can write an evidence-based concluding statement that supports the argument originally presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. **8.WR.2.a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information **into broader categories**; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LEARNING TARGETS
   a) I know how to write in a clear, organized manner that presents my topic and gives a preview of what is to follow.
   b) I know how to write in a variety of formats that effectively communicate my ideas and rationale to my reader.
   c) I know how to use headings, graphics, such as charts and table, and multimedia to help my reader understand my writing.
   d) I can write in a clear, organized manner: state my topic, preview what is to follow, and use formatting, graphics, and media in ways that assist my reader in understanding my points.

b. **8.WR. 2.b** - Develop the topic with relevant, **well-chosen facts**, definitions, concrete details, quotations, or other information and examples.
LEARNING TARGETS
   a) I know how to identify facts, definitions, definitions, details, quotes, and examples relevant to my topic.
   b) I know that I need to select information on my topic carefully, including only that which is relevant to my reason for writing.
   c) I can include relevant facts, definitions, details, quotations, and well-chosen information and examples in my writing.

c. **8.WR. 2.c** - Use appropriate **and varied** transitions to create cohesion and clarify the relationships among ideas and concepts.
LEARNING TARGETS
   a) I know how to link thoughts using transitions.
   b) I know how to vary my transitions in order to keep the reader engaged.
   c) I can clarify relationships among ideas and concepts by using appropriate and varied transitions.

d. **8.WR. 2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
LEARNING TARGETS
   a) I know how to identify the important vocabulary relevant to my topic.
   b) I know how to use precise language to sharpen my ideas and show my understanding of the topic.
   c) I can write with appropriate, topic-specific vocabulary in order to share my understanding of the topic with my reader.

e. **8.WR. 2.e** - Establish and maintain a formal style.
LEARNING TARGETS
    a) I know how to define a formal style of writing and know when to use it.
    b) I know how to write informative or explanatory texts to convey ideas.
    c) I can examine a topic, convey my ideas, and write in an organized formal style.

f. **8.WR. 2.f** - Provide a concluding statement or section that follows from **and supports** the information or explanation presented.
LEARNING TARGETS
    a) I know how to organize my ideas and points in a logical manner and end with a conclusion.
    b) I know that my conclusion sums up my main points and the relevant information presented.
    c) I can write a conclusion that supports the information presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. **8.WR. 3.a** - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LEARNING TARGETS
    a) I know the importance of engaging the reader by establishing a context and point of view.
    b) I know that readers connect with the narrator and characters in a story, so it is important to introduce them.
    c) I know the importance of organizing my events in a logical and natural sequence.
    d) I can write narratives that engage the reader by establishing a context and point of view, introducing the narrator and/or characters, and organizing events in a logical and natural sequence.
b. **8.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LEARNING TARGETS
    a) I know how to define and explain narrative techniques such as dialogue, pacing, description, and reflection.
    b) I know how to explain how narrative techniques help develop experiences, events, and characters.
    c) I can write narratives using a variety of techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and characters.

c. **8.WR. 3.c** - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, **and show the relationships among experiences and events**.
LEARNING TARGETS
    a) I know how to name transitions that convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

b) I can write using a variety of transitions to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events to keep my reader engaged.

d. **8.WR. 3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LEARNING TARGETS
a) I know the importance of word choice to enhance my writing.
b) I know the descriptive details, sensory language, and relevant details used to capture action and convey experiences and events.
c) I can choose words carefully in my writing in order to give relevant descriptions that capture the action and convey important experiences and events to my reader.

e. **8.WR. 3.e** - Provide a concluding statement or section that follows from the information or explanation presented.
LEARNING TARGETS
a) I know the importance of sequencing events within a narrative.
b) I know the importance of having a satisfying ending to a narrative piece.
c) When writing a narrative, I can provide a well-planned and sequenced satisfying conclusion for my reader.

Production and Distribution of Writing
4. **8.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LEARNING TARGETS
a) I know how to pay attention to development, organization, and style.
b) I know task, purpose, and audience.
c) I know how and when to write and produce arguments, informative/explanatory texts, and narratives.
d) I can produce writing that is clearly organized and appropriate to task, purpose, and audience.

5. **8.WR. 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.
LEARNING TARGETS
a) I know how to use the steps in the writing process (i.e. planning, revising, editing, rewriting, or trying a new approach).
b) I know how to develop my writing through adult and peer guidance.
c) I know how to focus on my purpose and audience.
d) I can develop and strengthen my writing through the use of the writing process and support from peers and adults.
e) I can maintain focus on purpose and audience.

6. **8.WR. 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.
LEARNING TARGETS
   a) I know technology can help me produce and publish my writing.
   b) I know technology allows me to examine the relationship between information and ideas through its research capabilities.
   c) I know technology allows me to interact and collaborate with others.
   d) I can use technology to collaborate with others, better research my ideas and information, and publish my writing for a broad audience.

Research to Build and Present Knowledge
7. **8.WR. 7** - Conduct short research projects to answer a question (including a **self-generated question**), drawing on several sources and generating additional related, focused questions **that allow for multiple avenues of exploration**. Include sources and/or topics by and about American Indians
LEARNING TARGETS
   a) I know how to determine the best way to research the answer to a question.
   b) I know how to research using several sources.
   c) I can research to answer a question, use several sources including American Indian texts, related topics, and generate related questions to my topic.

8. **8.WR. 8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

LEARNING TARGETS
   a) I know how to use several print and digital sources to gather information relevant to my topic.
   b) I know how to assess the credibility, relevance, and accuracy of my sources.
   c) I know how to paraphrase my researched information.
   d) I can evaluate the relevance, credibility, and accuracy of my print and digital sources and then paraphrase my researched information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. **8.WR. 9.a** - Apply **grade 8** Reading standards to literature **(e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new")**.
LEARNING TARGETS
   a) I know the 8th grade reading standards.
   b) I can apply the 8th grade reading standards and use them to comprehend grade-level literature.

b. **8.WR. 9.b** - Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LEARNING TARGETS
   a) I know the 8th grade reading standards.
   b) I can apply the 8th grade reading standards and use them to comprehend grade-level literary nonfiction.

Range of Writing
10. **8.WR. 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.
LEARNING TARGETS
   a) I know there is a process when writing.
   b) I know that different tasks take different amounts of time.
   c) I know that writing is used for a specific purpose, discipline and audience.
   d) I can write routinely understanding that different tasks require different time frames.

Speaking and Listening Standards

Comprehension and Collaboration
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 8** topics, texts, and issues, building on others' ideas and expressing their own clearly.
a. **8.SL. 1.a** - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LEARNING TARGETS
   a) I know the importance of coming prepared for class discussions by reading or researching the material under study prior to the deadline.
   b) I can refer to evidence on the topic, text, or issue being discussed by using my pre-reading and/or research on the topic to delve deeper and reflect on relevant ideas that enhance the discussion.

b. **8.SL.1.b** - Follow rules for collegial discussions and **decision-making**, track progress toward specific goals and deadlines, and define individual roles as needed.
LEARNING TARGETS
   a) I know the importance of goals, deadlines, and reliability within groups that are having discussions.
   b) I know the importance of knowing and following the protocols given in class for discussion and collaborative work.
   c) I know and can explain the roles that collaborative group members fill when working to reach a common goal.
   d) I can follow protocols for discussions, collaboration, and decision-making in order to track my progress toward my goals and deadlines.

c. **8.SL. 1.c** - <u>Pose questions that **connect the ideas of several speakers and** respond to others' questions and comments with relevant **evidence**, observations, **and ideas**</u>.
LEARNING TARGETS
   a) I know how to listen when others are speaking in order to find their main ideas and arguments.
   b) I know how to rely on my background knowledge and other experiences to add to or question the speaker's comments.
   c) I know how to wait for an appropriate time to ask questions and make comments when listening to a speaker or participating in a discussion.
   d) I can formulate and ask relevant questions at appropriate times that connect the ideas of several speakers, respond to the questions of others, and use relevant evidence, observations, and ideas.

d. **8.SL.1.d** - <u>Acknowledge new information expressed by others, and, when warranted, **qualify or justify their** own views in **light of the evidence presented**</u>.
LEARNING TARGETS
   a) I know how to look and listen for new information expressed by others.
   b) I know how to seek to adjust my thinking, build my arguments, and/or strengthen my views in light of new and valid information.
   c) I can listen to new information offered by others, and, when that information is valid, use it to adjust my thinking or strengthen my views.

2. **8.SL. 2** - <u>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**</u>.
LEARNING TARGETS
   a) I know that messages in the media are produced by people and often contain bias.
   b) I know that social, commercial, and political motives are often behind information presented in diverse media.
   c) I can analyze information presented in diverse media and formats and evaluate the motives behind its presentation.

3. **8.SL. 3** - <u>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence, **and identifying when irrelevant evidence is introduced**</u>.
LEARNING TARGETS
   a) I know the difference between relevant and irrelevant evidence presented in support of a claim.
   b) I know the importance of evaluating a speaker's argument and claims to determine whether his/her reasoning is sound, relevant, and sufficient.
   c) I can examine a speaker's argument and claims in order to evaluate the relevance, sufficiency, and soundness of the arguments by citing specific reasons for my decision.

Presentation of Knowledge and Ideas

4. **8.SL. 4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

LEARNING TARGETS
  a) I know the importance of presenting claims with relevant evidence and reasoning in order to compel an audience to agree.
  b) I know the importance of presenting in a clear, direct, and professional manner, using appropriate eye contact, volume, and clear pronunciation.
  c) I can present claims and findings in a focused manner, by emphasizing important points, relevant evidence, valid reasoning, and carefully chosen details.
  d) I can use appropriate eye contact, adequate volume, and clear pronunciation in presenting to a group.

5. **8.SL. 5** - Integrate multimedia and visual displays into presentations to clarify **information, strengthen claims and evidence, and add interest**.

LEARNING TARGETS
  a) I know the importance and appreciate the impact that multimedia and visual displays add to presentations.
  b) I know the difference between effective and distracting media integration in a presentation.
  c) I can purposefully integrate multimedia and visual displays into presentations in order to clarify information, strengthen my argument, and add interest.

6. **8.SL. 6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING TARGETS
  a) I know how to choose a style of speech that takes audience and assignment into account.
  b) I know when to use English in a formal and informal manner.
  c) I can tailor my speech to suit a variety of contexts, tasks, and audiences.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **8.LS. 1.a-**Explain the function of **verbs (gerunds, participles, infinitives)** in general and their function in particular sentences.

LEARNING TARGETS
  a) I know the purpose of verbs (gerunds, participles, infinitives) and how they are used in writing.
  b) I can write using verbs correctly and appropriately.

b. 8.LS. 1.b - **Form and use verbs in the active and passive voice.**
LEARNING TARGETS
  a) I know the difference between active and passive voice.
  b) I know how to identify verbs in active and passive voice.

c) I can use verbs correctly in both active and passive voice.

c. **8.LS. 1.c** - <u>**Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**</u>
LEARNING TARGETS
   a) I know how to identify verbs appropriately to achieve different moods, including indicative, imperative, interrogative, conditional, and subjunctive.
   b) I can use verbs correctly dependent on the mood of the writing (indicative, imperative, interrogative, conditional, subjunctive).

d. **8.LS. 1.d** - <u>**Recognize and correct inappropriate shifts in verb voice and mood.**</u>
LEARNING TARGETS
   a) I know how to identify shifts in verb voice and mood.
   b) I can appropriately choose and use verbs to convey shifts in voice and mood.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. **8.LS. 2.a** - <u>Use punctuation **(comma, ellipsis, dash) to indicate a pause or break**</u>.
LEARNING TARGETS
   a) I know punctuation (comma, ellipsis, dash) may indicate a pause or break.
   b) I can correctly apply a variety of punctuation to indicate pauses or breaks in my writing.

b. **8.LS. 2.b** - <u>**Use an ellipsis to indicate an omission.**</u>
LEARNING TARGETS
   a) I know an ellipsis means an omission in a text.
   b) I can use an ellipsis to convey an omission in my writing.

c. **8.LS. 2.c** - <u>Spell correctly.</u>
LEARNING TARGETS
   a) I know and recognize correct capitalization, punctuation, and spelling when writing.
   b) I can use the conventions of standard English and recognize the importance of correct spelling in my writing.

Knowledge of Language
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. **8.LS. 3.a** - <u>**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).**</u>
LEARNING TARGETS
   a) I know the difference between active and passive voice and how verbs are used in each.
   b) I know the difference between the conditional and subjunctive mood.
   c) I know how voice and mood affect my writing.
   d) I can choose the correct voice (either active or passive) and mood (either conditional or subjunctive) to achieve a desired effect in my writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

a. **8.LS. 4.a** - Use context as a clue to the meaning of a word or phrase.

LEARNING TARGETS
   a) I know there are multiple meanings of words and phrases.
   b) I know a range of strategies to find the unknown or multiple meaning of words and phrases.
   c) I can apply a range of strategies to find the unknown or multiple meaning of words and phrases and am able to evaluate the most appropriate meaning.

b. **8.LS. 4.b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word, **precede, recede, secede**.

LEARNING TARGETS
   a) I know 8th grade appropriate Greek or Latin word roots.
   b) I can apply my knowledge of Greek or Latin word roots to find the meaning of unfamiliar words.

c. **8.LS. 4.c** - Consult general and specialized reference materials, 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.

LEARNING TARGETS
   a) I know how to use reference materials to find the pronunciation, part of speech, or definition of words.
   b) I can investigate the pronunciation, part of speech, or definition of a word using a variety of reference materials (including dictionaries, glossaries, thesauruses).

d. **8.LS. 4.d** - Verify the preliminary determination of the meaning of a word or phrase, by checking the inferred meaning in context or in a dictionary.

LEARNING TARGETS
   a) I know how to understand that context clues and reference materials may help me determine the meaning of an unfamiliar word or phrase.
   b) I can evaluate the meaning of a word or phrase by using inferred context clues and reference materials.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **8.LS. 5.a** - Interpret figures of speech **(e.g. verbal irony, puns)** in context.

LEARNING TARGETS
   a) I know that figures of speech (verbal irony, puns, etc.) can be interpreted differently according to context, audience, and purpose.
   b) I can evaluate the most appropriate meaning of figures of speech depending on its context, audience, and purpose.

b. **8.LS. 5.b** - <u>Use the relationship between particular words to better understand each of the words.</u>
LEARNING TARGETS
   a) I know the relationship between words affect the overall meaning and understanding of the words.
   b) I can evaluate the relationship between words to understand the meaning of the particular word.

c. **8.LS. 5.c** - <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> **(e.g., *bullheaded, willful, firm, persistent, resolute*).**
LEARNING TARGETS
   a) I know connotations of words affect meaning.
   b) I know denotations of words affect meaning.
   c) I can distinguish between connotations and denotations of words to understand the correct meaning.

6. **8.LS. 6** - <u>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.</u>
LEARNING TARGETS
   a) I know topic-specific words and phrases.
   b) I know vocabulary appropriate to my age and grade.
   c) I know to choose the most appropriate word or phase to express myself so that my reader understands my meaning.
   d) I can use topic-specific words and phrases appropriate to my grade.