



**READING: Literature**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	8RL 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.					What textual evidence did you identify to support your analysis of the text? Cite several examples. What inferences can you draw from your analysis of the text? Show me in the text what makes you think that. What evidence (textual or informational) most strongly supports your analysis? <b>Academic Vocabulary:</b> cite, analyze, explicit, textual evidence, inference, conclude	
<input type="checkbox"/>	8RL 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.					What is the theme or central idea? Cite evidence from the text to support your determination of the theme/central idea. An example of how the theme develops/recurs in the text is _____. How can you objectively summarize the text? How does the development of character, setting, and/ or plot contribute to the central theme or idea? <b>Academic Vocabulary:</b> determine, theme, central idea, analyze, objective, summarize, cite evidence	
<input type="checkbox"/>	8RL 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.					What statement(s) or action(s) lead to a shift in advancement in the events of the story? What is revealed about the character by events or dialogue? What decision is provoked by _____ incident? <b>Academic Vocabulary:</b> dialogue, incident, propel, aspect, reveal, provoke	
<b>Craft and Structure</b>								
<input type="checkbox"/>	8RL 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. (See <a href="#">grade 8 Language standards 4–6 for additional expectations.</a> )					What does the word/phrase _____ mean in this selection? The word/phrase is an example of _____. Without changing the meaning of the sentence, what word can best be used to replace the underlined part? How does the author's use of repetition of sounds impact the tone of the text? According to this passage, an _____ is like a _____ because both _____. The author uses connotation to _____. What is the meaning of the analogy _____? What does _____ allude to? <b>Academic Vocabulary:</b> figurative meaning, connotative meaning, analyze, specific, impact, tone, word choice, determine, analogies, allusions	
<input type="checkbox"/>	8RL 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.					What is the structure of each text? How are the structure similar/different? What is the meaning of each text? How does the structure of the text contribute to its meaning? How would the meaning of the text have been different if it were written as a _____? <b>Academic Vocabulary:</b> analyze, text structure, contribute, compare, contrast, differ	

**READING: Literature – continued**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Craft and Structure continued</b>								
<input type="checkbox"/>	8RL 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>What is the characters' point of view? Which words from the _____ show that it is written in _____ person? How does the author's word choice help to develop the narrator/ speaker's point of view? Does the character's point of view differ from that of the audience? If so what effect is created?</p> <p><b>Academic Vocabulary:</b> author, point of view, develop, narrator, omniscient, subjective, objective, point of view, dramatic, effect, suspense</p>	
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	8RL 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>How does the production differ from the script? Why do you think the director chose to depart/stay faithful to the script? Do you agree with the director's choice why or why not? Evaluate the effectiveness of the media techniques used to portray the work. Select an event from the book and compare it to a scene from the production. How are they different and why? What senses were most stimulated by the production? What medium most impacts your understanding of the selected work? How does reading a story compare to the audio or video version?</p> <p><b>Academic Vocabulary:</b> analyze, production, depart, faithful, evaluate, extent, director, production, event, senses, medium, techniques, portray</p>	
<input type="checkbox"/>	8RL 8.	(Not applicable to literature)						
<input type="checkbox"/>	8RL 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>What are the theme patterns of events and or character types of the texts? How do the elements in the moderns texts compare with traditional works? What changes are made to the _____, to modernize it?</p> <p><b>Academic Vocabulary:</b> analyze, theme, myth, traditional, render, modern, religious, elements, deviate</p>	
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	8RL 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.					<p>What have you read independently lately? What genres have you recently read? What genre did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literature? What is the lexile level of this text? Briefly summarize the plot and theme of the text.</p> <p><b>Academic Vocabulary:</b> text complexity, independent, proficient, comprehend, genre, fiction, nonfiction</p>	



Informational Text



**READING: Informational Text**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	8RI 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.					What is stated explicitly in the text? What information can you draw? What evidence leads you to this conclusion? What evidence is most supportive of your analysis? What inferences can you make? What evidence can you provide to support your inferences? <b>Academic Vocabulary:</b> textual evidence, analysis, explicit, inference, cite	
<input type="checkbox"/>	8RI 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.					What is the central idea? How is the central idea developed? What supporting ideas are included in the text? How can you objectively summarize the text? What makes your summary objective? What is your analysis of the text? Is the central idea conveyed throughout the text? <b>Academic Vocabulary:</b> central idea, analyze, development, relationship, supporting, summary	
<input type="checkbox"/>	8RI 3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).					What connections can you make among the text's individuals, ideas, or events? How might you compare or categorize the connections? What distinctions can you make between the text's individuals, ideas, or events? How might you compare or categorize the between? What analogy best illustrates the connections/distinctions found in the text? <b>Academic Vocabulary:</b> analyze, connection, distinction, comparison, analogy, category	
<b>Craft and Structure</b>								
<input type="checkbox"/>	8RI 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. ( <u>See grade 8 Language standards 4–6 for additional expectations.</u> )					What does the word/phrase _____ mean in this selection? The word/phrase is an example of _____. Without changing the meaning of the sentence, what word can best be used to replace the underlined part? How does the author's use of repetition of sounds impact the tone of the text? According to this passage, an _____ is like a _____ because both _____. The author uses connotation to _____. What is the meaning of the analogy _____? What does _____ allude to? <b>Academic Vocabulary:</b> figurative, connotative, technical, specific, tone, analogy, allusion, selection	
<input type="checkbox"/>	8RI 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.					What is the structure of the text? How is this paragraph organized? What is the key concept? How was the key concept developed? Which sentence(s) specifically develop the concept? What information does _____ (text feature) provide? Is this information also included in the text or solely found in the _____ (text feature)?	
<input type="checkbox"/>	8RI 5.a	<u>Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</u>					<b>Academic Vocabulary:</b> analyze, detail, structure, specific, text, role, develop, refine, concept, text feature, graphic, header, caption, header, consumer	



**READING: Informational Text - continued**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Craft and Structure - continued</b>								
<input type="checkbox"/>	8RI 6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.					What is the point of view/purpose in this text? How do you know? What conflicting viewpoints does the text explore? How does the author treat the conflicting evidence? Is the author effective in his examination of conflicting evidence? <b>Academic Vocabulary:</b> point of view, purpose, analyze, acknowledge, respond, conflicting, evidence, viewpoint	
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	8RI 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.					What topic or idea is presented? How is the topic similar & different when presented in the various mediums? Which medium is most effective in presenting the topic? Why? What limitations are realized when using _____ (medium) to present the topic? <b>Academic Vocabulary:</b> evaluate, advantage, disadvantage, medium, digital, multimedia, particular	
<input type="checkbox"/>	8RI 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.					What argument is presented? What claims support the argument? In what manner is the argument & claims presented? Is the reasoning presented logical? What evidence is presented? Is the evidence relevant to the argument? Why or why not? Is enough evidence presented to support the argument? Is all of the evidence relevant? If not, why? <b>Academic Vocabulary:</b> delineate, evaluate, argument, specific, claim, text, assess, reasoning, sound, evidence, relevant(pertinent), sufficient, irrelevant	
<input type="checkbox"/>	8RI 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.					What topic do both of the texts address? How do the texts differ in the information they present? Is the differing information factual or interpretive? Which text do you think is accurate? Why? <b>Academic Vocabulary:</b> analyze, case, text, conflict, disagree, interpretation	
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	8RI 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.					topics/central ideas of the nonfiction texts that you have recently read? What topic did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Do you think you are ready to read a more complex text or different type of literary nonfiction? What is the lexile level of this text? Briefly summarize the central idea of the text. <b>Academic Vocabulary:</b> text complexity, independent, proficient, comprehend	



## WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	8W 1	Write arguments to support claims with clear reasons and relevant evidence.						
<input type="checkbox"/>	8W 1 a.	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.					<p>How did you distinguish your claim from opposing claims? How are your claims &amp; reasons organized? Is the arrangement logical? What words phrases piece "formal"? How do you maintain this style? How does your concluding statement (section) support the arguments presented?</p> <p><b>Academic Vocabulary:</b> argument, claim, relevant, evidence, acknowledge, distinguish, alternate, opposing, logical, reasoning, accurate, credible, cohesion, clarify, counterclaim</p>	
<input type="checkbox"/>	8W 1 b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.						
<input type="checkbox"/>	8W 1 c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.						
<input type="checkbox"/>	8W 1 d.	Establish and maintain a formal style.						
<input type="checkbox"/>	8W 1 e.	Provide a concluding statement or section that follows from and supports the argument presented.						

## Informative/Explanatory



## WRITING: Informative/Explanatory

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	8W 2	Write informative/explanatory texts, <u>including career development documents (e.g., simple business letters and job applications)</u> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						
<input type="checkbox"/>	8W 2 a.	Introduce a topic or <u>thesis statement</u> 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.					<p>How does your thesis statement preview the content of the essay? What categories of supporting details do you provide? How did you transition from various ideas &amp; concepts? Are the transitions cohesive? What makes the piece formal? How does the conclusion support the information presented?</p> <p><b>Academic Vocabulary:</b> career, development, document, application, convey/transmit, analysis, relevant /pertinent, thesis statement, preview, format, appropriate, varied, transitions, precise</p>	
<input type="checkbox"/>	8W 2 b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.						
<input type="checkbox"/>	8W 2 c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.						
<input type="checkbox"/>	8W 2 d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.						
<input type="checkbox"/>	8W 2 e.	Establish and maintain a formal style.						
<input type="checkbox"/>	8W 2 f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.						



**Narrative**



**WRITING: Narrative**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	8W 3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.						
<input type="checkbox"/>	8W 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.					Who are the main and minor characters in the story? Who is the narrator? How does the author introduce the narrator? Where does the author establish his/her point of view? What event/events reveal the problem in the story? Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating? Who are the protagonist and the antagonist of the story? How do they affect the action and resolution? Which character changed throughout the story? What details indicate that there was a resolution to the problem? What organization pattern did the author use? How do you know? <b>Academic Vocabulary:</b> characters, setting, rising/falling action, climax, resolution, story plot, protagonist/antagonist, narrator, point of view, dialoguing, organizational pattern	
<input type="checkbox"/>	8W 3 b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.						
<input type="checkbox"/>	8W 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.						
<input type="checkbox"/>	8W 3 d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.						
<input type="checkbox"/>	8W 3 e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.						

**WRITING STANDARDS: All Genres**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Production and Distribution of Writing</b>								
<input type="checkbox"/>	8W 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					Who is your audience? How will this affect your writing? What will you use to organize your thoughts before you begin writing? What transitions will you use within and between paragraphs to help the reader? Will your writing include a thesis statement? Does your conclusion refer to the thesis statement for continued cohesion? <b>Academic Vocabulary:</b> audience, organizational patterns, transitions, thesis statement, conclusion	
<input type="checkbox"/>	8W 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)					How could you change the first paragraph to engage the reader? How could you change your thesis statement to better convey what you will be writing? How could you rearrange the sentences in this paragraph to exclude unnecessary information? How could you rearrange and include more sentences to make the paragraph more interesting? Is your conclusion strong, and does it reflect your writing? <b>Academic Vocabulary:</b> revising, editing, organization, planning, rewriting, sentence variety, literary devices	



**WRITING STANDARDS: All Genres continued**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Production and Distribution of Writing continued</b>								
<input type="checkbox"/>	8W 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.					What software did you use to create this document? How can you include a link to resources within your document? What URL would you use to access a moodle account? Did you use numerous search engines to research your material? What programs are available for you to check your spelling and language conventions? Did you cite your work? Who did you collaborate with on-line? <b>Academic Vocabulary:</b> cite, collaborate, technology, publish, produce, link enlace, URL, moodle, software, resources	
<b>Research to Build and Present Knowledge</b>								
<input type="checkbox"/>	8W 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.					What question does your report answer? Why is it important to paraphrase your information? Did you give credit for the information you used? How did you know that the source was credible? What is the correct way to site your sources in your bibliography or citation page? Show me where you found _____information? Looking at these two sources, which source would be the most valid? Why? <b>Academic Vocabulary:</b> paraphrase, credit, source, cite, bibliography, citation page, valid	
<input type="checkbox"/>	8W 8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.					How do you know the information is credible? How do you know the source is credible? What format did you use when citing sources for your bibliography? How did you site a digital source? Once you read the data, what did you do to summarize the information for easier readability? <b>Academic Vocabulary:</b> credible source, format, bibliography, citation page, digital source, data	
<input type="checkbox"/>	8W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
<input type="checkbox"/>	8W 9. a.	Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").					How does the author's portrayal compare to the historical accounts of the character or event? What evidence did you find to be factual? Fictional? What evidence do you have to support the author's argument/claim that _____? Was the author objective in his/her portrayal of the character? Did the author indicate any bias of the history portrayal?	
<input type="checkbox"/>	8W 9. b.	Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").					<b>Academic Vocabulary:</b> evidence, historical account, author's portrayal, factual, fictional, support claims, objective, bias	
<b>Range of Writing</b>								
<input type="checkbox"/>	8W 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.					What is the purpose of this task? What is the time frame of the task? Who is the audience? What steps will you take to complete the task? What was the purpose for writing? Will your style be formal? Informal? Why? How could this sentence be revised? Is the thesis statement supported by evidence that can be traced throughout the writing? <b>Academic Vocabulary:</b> research, reflection, revision, time frame, extended, purpose	

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.



Speaking & Listening



**SPEAKING and LISTENING:**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Comprehension and Collaboration</b>								
<input type="checkbox"/>	8SL 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.						
<input type="checkbox"/>	8SL 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.					What preparation or research have you done in order to fully participate in the discussion? Have you thought about the information or learning you will share? What progress has been made as a result of the discussion? How are you keeping track of the progress you are making? How will you make sure that you are all working together collaboratively? What role do you play in the discussion? Does it require any specific actions? How does the information presented connect with other information? How has the new information affected your own views? Has the information or evidence you heard caused a change in your thinking? <b>Academic Vocabulary:</b> collaborative, diverse, express, explicit, reflect, evidence, deadlines, collegial, pose, respond responder, relevant/pertinent, acknowledge, warrant, qualify, justify	
<input type="checkbox"/>	8SL 1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.						
<input type="checkbox"/>	8SL 1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.						
<input type="checkbox"/>	8SL 1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.						
<input type="checkbox"/>	8SL 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.					How does the speaker use media? What is the effect of using visual formats to deliver the information? What is the motive of the presentation? Given the speaker's motive, was the use of diverse media effective? Do you think the speaker's motives were political or social? Would you have chosen a different format to present this information? What did you considered in your analysis of the speaker's motive and how he presented the information? <b>Academic Vocabulary:</b> media, format, visual, quantitative, oral, motive, evaluate, social, commercial, political	
<input type="checkbox"/>	8SL 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.					Is the speaker's argument valid? Why or why not? Is the speaker's argument reasonable and based on logic? Were you able to follow the speaker's reasoning? Which claims were supported by the speaker? Which claims were unsupported? Can you find an example of a claim the speaker made that was not supported by evidence? How sound would you say this presentation is? <b>Academic Vocabulary:</b> argument, validity, claims, speaker, supported, unsupported, appropriate, proficiency, reasoning, delineate, relevance/pertinence	



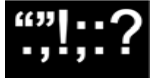


Speaking & Listening



**SPEAKING and LISTENING: continued**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Presentation of Knowledge and Ideas</b>								
<input type="checkbox"/>	8SL 4.	Present claims and findings (e.g., <u>argument, narrative, response to literature presentations</u> ), 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.					What is the prompt? (argument, narrative, informative, response to literature) How you will plan your presentation? What is your thesis? What evidence did you produce to support the thesis? How will you conclude your presentation to make your claim stronger? Where could you add more evidence to support your claim? When you present your claim, is there cohesion from the beginning though the end?	
<input type="checkbox"/>	8SL 4.a	<u>Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</u>					What points will you emphasize? <b>Academic Vocabulary:</b> prompt, argument, narrative, information, response to literature, presentation, thesis, evidence, cohesion, claim, emphasize	
<input type="checkbox"/>	8SL 5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.					What is the message or information you want to convey to your audience? The use of multi data is important, how will you give your information in different formats for clarification? What digital media did you use to enhance your presentation? How did the use of this technology help convey your presentation's message to your audience? What could you do to keep your presentation focused on your subject matter? What other technology can you use to help clarify your presentation? <b>Academic Vocabulary:</b> multimedia, technology, presentation, message, digital media, visual displays, data, components, clarify	
<input type="checkbox"/>	8SL 6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)					What is the purpose of the speech? Who is your audience, and how will your audience affect your vocabulary? Will you use formal or informal language? Why? What will you do to emphasize the main points of your speech? Will you allow time for questions and answers after you have concluded your speech? Will you be prepared to use appropriate language to answer questions in an appropriate manner? Is there any vocabulary you can change to make your presentation more effective? <b>Academic Vocabulary:</b> purpose, formal, informal, emphasize, appropriate language, vocabulary, affective, presentation	



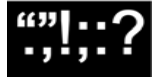
## LANGUAGE: Conventions

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Conventions of Standard English</b>								
<input type="checkbox"/>	<b>8L 1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	<b>8L 1a.</b>	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.					Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting? How can you change this verb to make your writing more exact? This sentence is written in passive voice; how can you change it to active voice? What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence? How can you change _____ to make it correct in Standard English? Use your editing skills to correct _____ to make your meaning clearer. Look at this pronoun, is it used as an object? Subject? How do you know? Is the pronoun used correctly? <b>Academic Vocabulary:</b> active voice, passive voice, exact, edit, verb mood, verb tone, indicative mood, imperative mood, interrogative mood, subjunctive mood, conditional mood	
<input type="checkbox"/>	<b>8L 1b.</b>	Form and use verbs in the active and passive voice.						
<input type="checkbox"/>	<b>8L 1c.</b>	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.						
<input type="checkbox"/>	<b>8L 1d.</b>	Recognize and correct inappropriate shifts in verb voice and mood.*						
<input type="checkbox"/>	<b>8L 2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<input type="checkbox"/>	<b>8L 2a.</b>	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.					You want to set off this information in this sentence, what punctuation would you use? You left some information out, or omitted some words, but want your reader to know there is more information. What punctuation should you use to indicate this right here? What would be a homophone for this word? <b>Academic Vocabulary:</b> homophone, comma, comma, ellipsis, dash, omission, pause	
<input type="checkbox"/>	<b>8L 2b.</b>	Use an ellipsis to indicate an omission.						
<input type="checkbox"/>	<b>8L 2c.</b>	Spell correctly.						
<b>Knowledge of Language</b>								
<input type="checkbox"/>	<b>8L 3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
<input type="checkbox"/>	<b>8L 3.a</b>	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).					What should you do to this sentence to express active voice? Which sentences in this paragraph are written in passive voice: which express active voice? Which sentences should you change to make all the sentences uniform? The mood of this sentence is conditional, how can you change some words to make it indicative? Why is it important to write in the same voice? <b>Academic Vocabulary:</b> active voice, passive voice, uniform, mood, conditional mood, indicative mood, voice	
<input type="checkbox"/>	<b>8L 4.</b>	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.						
<input type="checkbox"/>	<b>8L 4. a</b>	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.					When you come to a word you don't understand, you should _____? What is the main idea of this sentence? Does it help you understand the word? Do you see a word that is similar or opposite of the word you don't understand that can help you with the meaning? Look at this affix, what does it mean? What does the whole word mean? What is the root meaning? How does that help you identify the word? Look in your thesaurus. Now, what does this word mean? Reread the sentence. Which words nearby will help you understand the meaning of the word? <b>Academic Vocabulary:</b> Greek affix, Latin affix, affix, thesaurus, similar, opposite, context clues, dictionary	
<input type="checkbox"/>	<b>8L 4. b</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).						
<input type="checkbox"/>	<b>8L 4. c</b>	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 <u>or trace the etymology of words.</u>						
<input type="checkbox"/>	<b>8L 4. d</b>	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).						

\*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.



Language



**LANGUAGE: Vocabulary**

<input type="checkbox"/>	Number	Standard	Q1	Q2	Q3	Q4	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
<b>Vocabulary Acquisition and Use</b>								
<input type="checkbox"/>	8L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
<input type="checkbox"/>	8L 5a.	Interpret figures of speech (e.g. verbal irony, puns) in context.					Can you change this sentence and use a metaphor or a simile to help create image? This would be a good place to use irony. What can you change to add irony to add humor to this sentence? This sentence is written literally; change it to an analogy to convey your idea. Write this sentence using denotation and then using a connotation; which would be better than the current sentence? What mood are you trying to convey in your writing? <b>Academic Vocabulary:</b> denotation, connotation, irony, analogy, convey/transmit, literally, metaphor, simile, personification, pun, figurative language	
<input type="checkbox"/>	8L 5b.	Use the relationship between particular words to better understand each of the words.						
<input type="checkbox"/>	8L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).						
<input type="checkbox"/>	8L 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.					Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word? What words should you replace in this text to show academic understanding of your topic? Why is this important? What will you look for if you want to improve your domain- specific vocabulary in science? <b>Academic Vocabulary:</b> domain-specific word, academic word, convey/transmit	