# Wyoming Department of Education Required Virtual Education Course Syllabus

## Natrona County School District # 1

| Program Name | Natrona Virtual Learning | Content Area | LA |
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| Course ID | NVA018001 | Grade Level | 8 |
| Course Name | ENG08A Grade 8 Language Arts | # of Credits | |
| SCED Code | | Curriculum Type | K12 Inc |

### COURSE DESCRIPTION

*Throughout Grade 8 Language Arts, a tablet-ready course, students engage in literary analysis and close reading of short stories, poetry, drama, novels, and informational texts. The course focuses on interpretation of literary works, analysis of informational texts, and the development of oral and written communication skills in standard (formal) English. Students read "between the lines" to interpret literature and go beyond the text to discover how the culture in which a work of literature was created contributes to the theme and ideas it conveys. Analysis of the structure and elements of informational texts and media helps students develop the skills needed for academic success and the navigating the world. Students continue to acquire knowledge and skills in grammar, usage, mechanics, and vocabulary. Setting goals, self-monitoring progress, and reflecting on successes and challenges helps students become metacognitive learners. The course includes discussion activities that engage students in the curriculum while creating a sense of community.*

## WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD # | BENCHMARK  (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets |
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| L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.8.1.a | a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| L.8.1.b | b. Form and use verbs in the active and passive voice. |
| L.8.1.c | c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
| L.8.1.d | d. Recognize and correct inappropriate shifts in verb voice and mood. |
| L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.8.2.a | a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. |
| L.8.2.b | b. Use an ellipsis to indicate an omission. |
| L.8.2.c | c. Spell correctly. |
| L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| L.8.3.a | a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| L.8.4 | 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. |
| L.8.4.a | a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| L.8.4.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*). |
| L.8.4.c | c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| L.8.4.d | d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.8.5.a | a. Interpret figures of speech (e.g. verbal irony, puns) in context. |
| L.8.5.b | b. Use the relationship between particular words to better understand each of the words. |
| L.8.5.c | c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). |
| L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.8.10 | 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. |
| RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| RI.8.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| RI.8.4 | 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. |
| RI.8.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |

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| RI.8.6 | 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. |
| RI.8.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| RI.8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| RI.8.9 | Analyze 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. |
| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.8.10 | 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. |
| RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| RL.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RL.8.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| RL.8.6 | 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. |
| RL.8.7 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| RL.8.8 | (Not applicable to literature) |
| RL.8.9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. |
| SL.8.1.a | 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. |

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| SL.8.1.b | b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
| SL.8.1.c | c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| SL.8.1.d | d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| SL.8.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| SL.8.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| SL.8.4 | 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. |
| SL.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| SL.8.6 | 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 on page 52 for specific expectations.) |
| W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| W.8.1.a | a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically |
| W.8.1.b | b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| W.8.1.c | c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| W.8.1.d | d. Establish and maintain a formal style. |
| W.8.1.e | e. Provide a concluding statement or section that follows from and supports the argument presented. |
| W.8.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.8.2.a | 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. |

| W.8.2.b | b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
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| W.8.2.c | c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| W.8.2.d | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| W.8.2.e | e. Establish and maintain a formal style. |
| W.8.2.f | f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| W.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| W.8.3.a | 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. |
| W.8.3.b | b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| W.8.3.c | 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. |
| W.8.3.d | d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| W.8.3.e | e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| W.8.4 | 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.) |
| W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.) |
| W.8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| W.8.7 | 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. |
| W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| W.8.9.a | 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"). |
| W.8.9.b | 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"). |

| SCOPE AND SEQUENCE | | |
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| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
| Unit 1: Life Stories Lesson 1: Life Stories 2: A Test of Courage 3: A New World 4: Expectations 5: Find Your Own Voice 6: A Writer's View 7: Your Memoir's Topic 8: Writing a Dialogue 9: Show; Don't Just Tell 10: Polish Your Memoir 11: The Story of a Life 12: Growing Up a Stave 13: The Horrors of Slavery 14: A Lack of Humanity 15: A Turning Point 16: Differing Perspectives 17: Unit Review/ Exam | L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6<br><br>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10<br><br>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6<br><br>W.8.2, W.8.2.a-f, W.8.9, W.8.9.b, W.8.10, W.8.3, W.8.3.a-e, W.8.4,W.8.5, W.8.6 | Define memoir and identify its conventions.<br><br>Identify complete sentences and sentence fragments.<br><br>Identify examples of respectful and productive contributions to collaboration.<br><br>Identify subjects and verbs in natural and inverted order.<br><br>Identify textual evidence that supports explicit meaning.<br><br>Identify the subject of a sentence when the subject is not stated.<br><br>Predict content based on type of informational text such as autobiography, biography, persuasive essay, expository text.<br><br>Work collaboratively to accomplish a goal given a set of parameters.<br><br>Apply vocabulary and definitions to better understand longer and more complex passages of text.<br><br>Describe characters based on speech, actions, or interactions with others.<br><br>Distinguish between sentence fragments and complete sentences.<br><br>Identify character traits and motivations.<br><br>Recognize how to correct a clause fragment.<br><br>Recognize how to correct a phrase fragment. |

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| | | Compare and contrast literary characters or selections. |
| | | Distinguish between sentences and run-on sentences. |
| | | Identify author's point of view. |
| | | Identify evidence from informational texts that develops the author's point of view. |
| | | Identify examples of respectful and productive contributions to collaboration. |
| | | Recognize how point of view affects literature. |
| | | Recognize how to correct a run-on sentence. |
| | | Recognize the effect of setting or culture on a literary work. |
| | | Respond with details to questions as part of a discussion. |
| | | Visualize events, process, or action while reading. |
| | | Analyze how specific word choice creates meaning and tone. |
| | | Identify conflict and resolution. |
| | | Identify subjects and verbs in sentences in natural and inverted order. |
| | | Identify the subject of a sentence when the subject is not stated. |
| | | Recognize author's attitude or tone. |
| | | Recognize how to correct sentence fragments and run-on sentences. |
| | | Recognize ways authors use humor. |
| | | Self-check comprehension by formulating questions during and after reading. |
| | | Analyze the structure of a paragraph, including the role of particular sentences in |

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| | | refining concepts. |
| | | Confirm or revise predictions using textual support. |
| | | Identify direct objects in sentences. |
| | | Identify indirect objects in sentences. |
| | | Identify theme. |
| | | Recognize universal themes and connect them across cultures. |
| | | Recognize use of dialect. |
| | | Analyze the writer's craft. |
| | | Distinguish between predicate nominatives and predicate adjectives in sentences. |
| | | Identify predicate adjectives in sentences. |
| | | Identify predicate nominatives in sentences. |
| | | Recognize use of dialect. |
| | | Respond as a writer to a memoir. |
| | | Brainstorm and develop possible topics. |
| | | Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. |
| | | Distinguish among the four kinds of complements. |
| | | Focus a topic. |
| | | Plan the beginning, middle, and end. |
| | | Punctuate and capitalize dialogue correctly. |
| | | Use chronological order. |
| | | Use first-person point of view. |
| | | Use narrative techniques in a memoir to |

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| | | reflect on decisions, actions, or consequences. |
| | | Use relevant dialogue. |
| | | Write a memoir that conveys a meaning or emotion. |
| | | Write a memoir with a clearly focused topic. |
| | | Capitalize a person's title when it precedes a name. |
| | | Capitalize proper adjectives. |
| | | Capitalize proper nouns and their abbreviations. |
| | | Revise a memoir. |
| | | Use complete sentences and correct capitalization, punctuation, and spelling. |
| | | Write a memoir that has a clear beginning, middle, and end. |
| | | Write a narrative about a personal experience that was important because reasons, actions, or consequences. |
| | | Make predictions based on prior knowledge. |
| | | Identify climax. |
| | | Identify textual evidence that supports inferences or conclusions. |
| | | Recognize the effect point of view has on literature. |
| | | Respond to others' posts respectfully and productively when agreeing or disagreeing. |
| | | Compare and contrast two or more texts that present conflicting information about the same topic. |
| | | Identify and ask questions that clarify various viewpoints in narrative nonfiction. |

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| | | Differentiate tone from mood. |
| | | Identify and interpret the use of figurative language. |
| | | Identify meter and describe its effect on poetry. |
| | | Identify theme. |
| Unit 2: Voices and Viewpoints Lesson<br>1: Voices and Viewpoints<br>2: Defining Oneself<br>3: Walls: Real and Symbolic<br>4: Sonnets<br>5: Poetic Forms<br>6: Rhetorical Devices<br>7: Influencing Viewpoints<br>8: A Powerful Dream<br>9: Planning a Speech<br>10: Gather the Evidence<br>11: Organize and Outline<br>12: Get Ready to Speak!<br>13: Deliver Your Speech<br>14: The Influence of Media<br>15: Creating a Viewpoint<br>16: Each of Us Has a Voice<br>17: Unit Review/ Exam | L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6<br><br>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10<br><br>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6<br><br>W.8.1, W.8.1.a-e, W.8.2, W.8.2.a-f, W.8.9, W.8.9a-b, W.8.9, W.8.9.b, W.8.10<br><br>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 | Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members.<br><br>Recognize the use of language to convey mood.<br><br>Distinguish between common and proper nouns in sentences.<br><br>Identify and interpret allusion.<br><br>Identify and interpret symbolism.<br><br>Identify and interpret the use of figurative language.<br><br>Identify characteristics of free verse poetry.<br><br>Recognize effect point of view has on literature.<br><br>Demonstrate knowledge of authors, characters, and works of literature.<br><br>Describe characters by speech, action, or interaction with others.<br><br>Distinguish between correct and incorrect use of personal pronouns as predicate nominatives in sentences.<br><br>Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members.<br><br>Participate in group discussions utilizing specific information from research or text. |

| | | Recognize author's purpose and devices use to accomplish it, including author's language, organization, and structure. |
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| | | Use examples from the text to demonstrate how lines or stanzas of poems contribute to theme or meaning. |
| | | Use the correct nominative case pronouns to complete sentences. |
| | | Compare and contrast the purpose of various poetic forms, e.g. sonnet, narrative, free verse. |
| | | Use figurative language to convey experiences and create emotion. |
| | | Use poetic techniques such as rhyme scheme or meter. |
| | | Use the correct possessive case pronouns to complete sentences. |
| | | Use the first-person point of view. |
| | | Write poetry in various forms. Voices and Viewpoints Unit Assessment measures knowledge of the following concepts in this module. |
| | | Identify and interpret the use of figurative language. |
| | | Compare and contrast the purpose of various poetic forms, e.g. sonnet, narrative, free verse. |
| | | Identify and interpret allusion and symbolism. |
| | | Analyze the use of allusions in speeches. |
| | | Analyze the purpose in diverse media and formats. |
| | | Evaluate the soundness of reasoning and evidence. |
| | | Use a dictionary to check accuracy of |

| | | preliminary determination of word meaning. |
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| | | Identify objective case pronouns as direct objects, indirect objects, or objects of prepositions in sentences. |
| | | Identify the use of who and its related forms in sentences. |
| Unit 3: Perspectives in History Lesson<br>1: Perspectives in History<br>2: Multiple Personalities<br>3: Fear and Uncertainty<br>4: Family Ties<br>5: Growing Up<br>6: New Experiences<br>7: Danger Breaks In<br>8: Hope for the Future<br>9: No Longer a Little Girl<br>10: Compare and Contrast<br>11: After the Capture<br>12: Fleeing Germany<br>13: War Comes to the U.S.<br>14: Fear and Prejudice<br>15: Aspects of World War II<br>16: Webquest<br>17: Unit Review/ Exam | L.8.1, L.8.1a-d, L.8.2, L.8.2a- c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6<br><br>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6<br><br>W.8.1, W.8.1.a-e, W.8.2, W.8.2.a-e, W.8.4, W.8.5, W.8.6, W.8.8, W.8.9, W.8.9.b, W.8.10<br><br>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 | Analyze explicit meaning of text.<br><br>Identify point of view.<br><br>Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members.<br><br>Recognize characteristics of autobiography.<br><br>Recognize how point of view affect literature.<br><br>Respond with details to questions as part of a discussion.<br><br>Use knowledge of text structures to increase comprehension.<br><br>Demonstrate comprehension of text.<br><br>Describe characters based on speech, actions, or interactions with others.<br><br>Examine views of others and revise own views if warranted.<br><br>Identify the use of gerund phrases in sentences.<br><br>Recognize the effect of setting or culture on a literary work.<br><br>Use technology to collaborate with a peer to strengthen writing.<br><br>Edit for effective transitions that reflect the organizational structure.<br><br>Revise drafts to ensure coherence and unity.<br><br>Use technology in the writing process. |

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| | | Write a compare and contrast essay that has an appropriate topic for a compare and contrast essay. |
| | | Write sentences with correctly placed modifiers. |
| | | Analyze two texts on the same topic. |
| | | Contrast two or more text on the same topic to analyze how different authors achieve different or similar purposes. |
| | | Distinguish between fact and opinion. |
| | | Identify evidence from informational texts that develops the author's purpose. |
| | | Identify gerunds and gerund phrases and their uses in sentences. |
| | | Identify infinitives and infinitive phrases and their uses in sentences. |
| | | Identify participles and participial phrases and the words they modify in sentences. |
| | | Make inferences and draw conclusions supported by evidence from informational texts about author's purpose in contemporary texts. |
| | | Respond to others' posts respectfully and productively when agreeing or disagreeing. |
| | | Create digital presentations that effectively communicate ideas or solutions. |
| | | Distinguish among the three kinds of verbals and verbal phrases. |
| | | Identify verbals and verbal phrases in sentences. |
| | | Use formatting, graphics, or multimedia to demonstrate reinforce or extend textual content. |

|  |  | Identify and explain conflicting viewpoints or interpretations on the same topic. |
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|  |  | Compare and contrast individuals, events, or ideas in an informational text. |
|  |  | Summarize text to include supporting details and the relationships between ideas while maintaining meaning. |
|  |  | Use context clues to determine meaning of connotative language in informational text. |
|  |  | Determine how a paragraph develops a key concept in an informational text. |
|  |  | Determine a thesis statement. |
| Unit 4: Story Time<br>Lesson<br>1: Story Time<br>2: Literature Study<br>3: The Courage of Conviction<br>4: Man Versus Nature<br>5: Different Approaches<br>6: A Life of Adventure?<br>7: The Importance of Belief<br>8: The Writer's Craft<br>9: Creating Horror<br>10: Everyone Likes a Lottery<br>11: Two Ways of Seeing<br>12: A Difficult Choice<br>13: Your Own Short Story<br>14: Details and Dialogue<br>15: Draft a Story<br>16: The Final Product<br>17: Unit Review/ Exam | L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6<br><br>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10<br><br>RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10<br><br>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6<br><br>W.8.3, W.8.3.a-e, W.8.4,W.8.5, W.8.6, W.8.9, W.8.9.b, W.8.10 | Compare and contrast a variety of perspectives presented in a discussion.<br><br>Identify climax.<br><br>Identify conflict and resolution.<br><br>Identify defining characteristics of a short story.<br><br>Identify elements of a short story.<br><br>Identify theme.<br><br>Participate in group discussions utilizing specific information from research or text.<br><br>Identify analogies.<br><br>Identify and interpret figurative language.<br><br>Identify theme.<br><br>participate in group discussions utilizing specific information from research or text.<br><br>Recognize the effect point of view has on literature.<br><br>Recognize use of dialect. |

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| | | Compare and contrast the structure of two or more texts. |
| | | Compare and contrast two or more author's styles. |
| | | Compare two or more texts to analyze how differing structures of each contributes to its meaning and style. |
| | | Identify the structures of literary text. |
| | | Analyze how conflict and resolution develop the plot or meaning. |
| | | Analyze how the author's use of third-person omniscient point of view shapes a literary work. |
| | | Draw conclusions and make inferences of implied information using textual support as evidence. |
| | | Identify and explain use of irony. |
| | | Recognize how point of view affects literature. |
| | | Use vocabulary to make meaning of sentences, paragraphs and longer passages of text. |
| | | Actively participate in the group discussion as a leader, a supporting member, and/or as a oppositional member. |
| | | Distinguish between active voice and passive voice verbs in sentences. |
| | | Identify symmetrical plot. |
| | | Identify verbal irony. |
| | | Interpret verbal irony. |
| | | Recognize the voice of verbs. |
| | | Use feedback from others to plan, draft, or revise writing. |

| | | Edit for consistent use of point of view. |
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| | | Edit for consistent verb tense. |
| | | Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
| | | Use verbs in the conditional and subjunctive mood to achieve particular effects. |
| | | Write a short story or personal narrative with a clear focus, plot, and point of view. |
| | | Maintain a consistent point of view. |
| | | Paragraph dialogue correctly. |
| | | Punctuate and capitalize dialogue correctly. |
| | | Use a variety of narrative techniques like dialogue, pacing, description. |
| | | Use sensory language to describe experiences, events, setting, and/or characters in a story. |
| | | Use verbs in the active voice to emphasize actor or decisiveness. |
| | | Use verbs in the passive voice to emphasize the action, not the actor. |
| | | Use words, phrases, or clauses that indicate a shift in setting or time. |
| Unit 5: The Source of Information<br>Lesson<br>1: The Source of Information<br>2: Follow the Procedure<br>3: Choose a Procedure<br>4: Get It Together<br>5: Create a Procedure<br>6: Show and Tell<br>7: Technical Texts<br>8: Using Diagrams<br>9: Manuals<br>10: Brochures<br>11: Technical Writing<br>12: Writing Workshop<br>13: Expository Texts<br>14: It's All in How You Say It | L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6<br><br>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10<br><br>SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.5, SL.8.6<br><br>W.8.2, W.8.2.a-f, W.8.4, W.8.5, W.8.6, W.8.7, | Analyze details in an informational text for relevance and accuracy.<br><br>Describe the purpose and use of information from a procedural text or document.<br><br>Identify defining characteristics of text.<br><br>Identify main idea.<br><br>Identify textual evidence that supports explicit meaning.<br><br>Use reading strategies, e. |

| 17: Unit Review/ Exam | W.8.8, W.8.9, W.8.9.b, W.8.10 | Determine the purpose in the sequence of information in an informational text. |
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| | | Distinguish relevant from extraneous information. |
| | | Examine text for missing or extraneous information in multi-step directions or legends for diagrams. |
| | | Follow multi-step oral instructions to complete a task, answer question, or solve a problem. |
| | | Give logical and sequential oral instructions for a multi-step task, to answer questions, or solve a problem. |
| | | Analyze how graphic elements such as titles, headings, and layout impact meaning. |
| | | Analyze the author of an informational text's qualifications. |
| | | Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. |
| | | Use good and well correctly in sentences. |
| | | Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. |
| | | Evaluate the effectiveness of graphics in clearly communicating meaning or achieving a specific purpose. |
| | | Identify defining characteristics of text. |
| | | Predict content using titles, headings, images, and organization of text. |
| | | Recognize organizational patterns to form an overview of text. |
| | | Use the correct form of comparison of (adjectives and) adverbs in sentences. |

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| | | Choose a format for publishing a report. |
| | | Identify misplaced modifiers in sentences. |
| | | Identify print and electronic resources to determine and correct spelling. |
| | | Use complete sentences and correct capitalization, usage, punctuation, and spelling. |
| | | Use spelling rules to improve spelling - e.g., i before e, words ending in a vowel and y, final e before a suffix, when to double when adding a suffix, pluralization rules. |
| | | Identify appropriate content for a variety of business letters, e.g. inquiry, complaint, recommendation . |
| | | Determine the correct level of formality for a business letter. |
| | | Determine the correct level of formality for successful participation in various digital venues, etc. |
| | | Determine the correct tone for successful participation in various digital venues, e. |
| | | Respond to others' posts respectfully and productively when agreeing or disagreeing. |
| | | Use colons correctly with lists in sentences. |
| | | Use semicolons between items in a series if the items themselves contain commas. |
| | | Distinguish relevant from extraneous information |
| | | Analyze how text structure affects meaning. |
| | | Apply vocabulary and definitions to better understand longer and more complex passages of text n. Explain author's purpose using textual evidence. |