

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-ENG-08AV2-K	Grade Level	8
Course Name	Summit Language Arts 8-Sem1	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Offered first semester. Throughout this 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 themes and ideas the text conveys. Analysis of the structure and elements of informational texts and media helps students develop the skills needed for academic success and navigating the world. Students continue to acquire knowledge and skills in grammar, usage, mechanics, and vocabulary. 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
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.
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 <i>grade 8 reading and content</i> , 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., <i>precede, recede, secede</i>).
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., <i>bullheaded, willful, firm, persistent, resolute</i>).
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.
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.8.9	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 <i>grade 8 topics, texts, and issues</i> , 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.
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.8.10	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.
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.
W.8.9.a	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”).
W.8.9.b	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”).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit: Life Stories Lesson: Life Stories	L.8.1 L.8.2 L.8.4 L.8.6 RI.8.1 RI.8.10 SL.8.1 SL.8.1.b	<ul style="list-style-type: none"> Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Apply rules for collegial discussions or decision-making at an eighth-grade level. • Cite textual evidence from an eighth-grade-level informational text that most strongly supports an analysis of what the text explicitly says. • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on. • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Revise an inappropriate fragment or run-on in writing at the middle-school level. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic and domain-specific words and phrases when reading, writing, or speaking at a seventh-grade level. • Use known vocabulary strategies when considering a word or phrase written at a seventh-grade level that is important to comprehension or expression.
<p>Unit: Life Stories</p> <p>Lesson: A Test of Courage</p>	<p>L.8.6 RI.8.1 RI.8.3 RI.8.4 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze how an informational text, written at an eighth-grade reading level, makes distinctions among individuals, ideas, or events, using comparisons, analogies, categories, or other approaches. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction

		<p>texts in the sixth to eighth-grade text-complexity band.</p> <ul style="list-style-type: none"> • Describe the effect of setting or culture in an informational work written at the middle-school level. • Identify character traits or motivations based on speech, actions, or interactions with others in informational text written at the middle-school level. • Identify the plot elements in an informational text written at the middle-school level: exposition, complicating incident, rising action, climax, and falling action. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use language appropriate to the context and task when speaking in grade 8.
<p>Unit: Life Stories Lesson: A New World</p>	<p>L.8.1 L.8.2 RI.8.1 RI.8.4 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze how an informational text, written at an eighth-grade reading level, makes connections among individuals, ideas, or events, using comparisons, analogies, categories, or other approaches. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text.

		<ul style="list-style-type: none"> • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on. • Describe the effect of setting or culture in an informational work written at the middle-school level. • Determine the author's purpose in an eighth-grade-level informational text. • Distinguish between sentences and run-on sentences written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for a seventh-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Life Stories Lesson: Expectations</p>	<p>L.8.1 L.8.2 RI.8.4 RI.8.6 RI.8.10 RL.8.5</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Compare or contrast literary techniques, such as flashback, foreshadowing, dialogue, or word choice, employed in two or more literary texts written at an eighth-grade reading level. • Construct a complete sentence at the middle-school level, recognizing an inappropriate fragment or run-on. • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. • Describe how point of view affects informational text written at the middle-school level. • Describe the effect of setting or culture in an informational work written at the middle-school level.

		<ul style="list-style-type: none"> • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise an inappropriate fragment or run-on in writing at the middle-school level. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Life Stories</p> <p>Lesson: Find Your Own Voice</p>	<p>RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze the effect of a symbol on meaning, tone, or mood in an eighth-grade-level literary text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Analyze the role of particular sentences in developing or refining a key concept in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level literary text that supports inferences drawn from the text. • Describe the use of dialect in an informational text written at the middle-school level. • Determine a central idea of an eighth-grade-level informational text. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text.

		<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in an eighth-grade-level informational text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level literary text. • Prepare for the lesson by previewing what you will learn and do. • Synthesize logical connections between ideas within text and across multiple informational texts of similar or different genres written at the middle-school level. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Life Stories Lesson: A Writer's View</p>	<p>RI.8.4 RI.8.6 RI.8.10 W.8.3 W.8.4</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Write a narrative to develop real or imagined experiences or events at a grade 8 level.
<p>Unit: Life Stories Lesson: Your Memoir's Topic</p>	<p>L.8.1 SL.8.1 SL.8.1.a, c W.8.3 W.8.4</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. • Participate in a threaded discussion.

	<p>W.8.5 W.8.6</p>	<ul style="list-style-type: none"> • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Respond to questions and comments in a grade 8 discussion with relevant evidence, observations, or ideas. • Use technology, including the Internet, to interact and collaborate with others on writing projects in grade 8. • Write a narrative to develop real or imagined experiences or events at a grade 8 level.
<p>Unit: Life Stories Lesson: Writing Dialogue</p>	<p>W.8.3 W.8.3.a, b, d W.8.6</p>	<ul style="list-style-type: none"> • Develop context and point of view in a grade 8 narrative text. • Organize an event sequence that unfolds naturally and logically in a grade 8 narrative text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use precise words and phrases, relevant descriptive details, or sensory language to convey experiences and events in a grade 8 narrative text. • Use technology, including the Internet, to interact and collaborate with others on writing projects in grade 8. • Write a narrative to develop real or imagined experiences or events at a grade 8 level. • Write dialogue to develop experiences, events, or characters in a grade 8 narrative text.
<p>Unit: Life Stories Lesson: Show; Don't Just Tell</p>	<p>W.8.3 W.8.3.c, e</p>	<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use a variety of transition words, phrases, or clauses to convey the

		<p>sequence of events in a grade 8 narrative text.</p> <ul style="list-style-type: none"> • Write a conclusion that follows from and reflects on the experiences or events in a grade 8 narrative text. • Write a narrative to develop real or imagined experiences or events at a grade 8 level.
<p>Unit: Life Stories Lesson: Polish Your Memoir</p>	<p>L.8.1 W.8.3 W.8.3.a, b, c, d, e W.8.5</p>	<ul style="list-style-type: none"> • Develop context and point of view in a grade 8 narrative text. • Edit writing for conventions, grammar, and usage at a grade 8 level. • Organize an event sequence that unfolds naturally and logically in a grade 8 narrative text. • Prepare for the lesson by previewing what you will learn and do. • Revise writing to strengthen ideas, ensuring that the purpose and audience have been addressed, at a grade 8 level. • Use a variety of transition words, phrases, or clauses to show the relationships among experiences and events in a grade 8 narrative text. • Use precise words and phrases, relevant descriptive details, or sensory language to capture the action in a grade 8 narrative text. • Write a conclusion that follows from and reflects on the experiences or events in a grade 8 narrative text. • Write a conclusion that follows from and reflects on the experiences or events in a grade 8 narrative text. • Write a narrative about a personal experience that was important because reasons, actions, or consequences at the middle-school level. • Write a narrative to develop real or imagined experiences or events at a grade 8 level. • Write dialogue to develop experiences, events, or characters in a grade 8 narrative text.

<p>Unit: Life Stories Lesson: The Story of a Life</p>	<p>RI.8.2 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Describe the author's purpose and devices used to accomplish it, including author's language, organization, and structure in informational texts written at the middle-school level. • Describe the effect of setting or culture in an informational work written at the middle-school level. • Determine a central idea of an eighth-grade-level informational text. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Life Stories Lesson: Growing Up a Slave</p>	<p>L.8.5 L.8.5.a RI.8.1 RI.8.2 RI.8.4 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze how an allusion affects the meaning or tone in an eighth-grade-level informational text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text.

		<ul style="list-style-type: none"> • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level informational text. • Determine the supporting ideas and details that shape a central idea of an eighth-grade-level informational text. • Identify an allusion in an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Life Stories Lesson: The Horrors of Slavery</p>	<p>L.8.4 RI.8.1 RI.8.2 RI.8.4 RI.8.6 RI.8.10 SL.8.1</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text. • Determine a central idea of an eighth-grade-level informational text. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level informational text. • Determine the supporting ideas and details that shape a central idea of an eighth-grade-level informational text. • Participate in a threaded discussion.

		<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use evidence from texts and other research material related to a grade 8 topic or issue to probe and reflect on ideas in a discussion.
<p>Unit: Life Stories Lesson: A Lack of Humanity</p>	<p>RI.8.2 RI.8.3 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze how a central idea develops over the course of an eighth-grade-level informational text. • Analyze how an informational text, written at an eighth-grade reading level, makes distinctions among individuals, ideas, or events, using comparisons, analogies, categories, or other approaches. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine a central idea of an eighth-grade-level informational text. • Determine the supporting ideas and details that shape a central idea of an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Life Stories Lesson: A Turning Point</p>	<p>L.8.4 RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze how a central idea develops over the course of an eighth-grade-level informational text. • Analyze how an informational text, written at an eighth-grade reading level, makes connections among individuals, ideas, or events, using comparisons,

		<p>analogies, categories, or other approaches.</p> <ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level informational text. • Determine the supporting ideas and details that shape a central idea of an eighth-grade-level informational text. • Identify the plot elements in an informational text written at the middle-school level: exposition, complicating incident, rising action, climax, and falling action. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Life Stories Lesson: Differing Perspectives</p>	<p>L.8.5 L.8.5.a L.8.6 RI.8.1 RI.8.4 RI.8.6</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Analyze two or more informational texts, written at an eighth-grade reading

	<p>RI.8.9 RI.8.10</p>	<p>level, to determine how each text presents conflicting information on the same topic.</p> <ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level informational text that most strongly supports an analysis of what the text explicitly says. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level informational text. • Identify how two or more informational texts, written at an eighth-grade reading level, disagree on matters of fact or interpretation. • Identify situational irony in an informational text. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic or domain-specific words and phrases at a grade 8 level.
<p>Unit: Life Stories Lesson: Module Exam</p>	<p>L.8.5 RI.8.1 RI.8.5</p>	<ul style="list-style-type: none"> • Analyze how textual evidence such facts, details, and examples communicate the central or main idea. • Analyze the effect of metaphors, alliteration, parallelism. • Analyze the role of particular sentences in developing and refining a major concept in an informational text. • Review what you have learned and prepare for the Unit Test.

<p>Unit: Voices and Viewpoints Lesson: Voices and Viewpoints</p>	<p>L.8.1 L.8.4.c L.8.5 L.8.5.a L.8.6 RL.8.4 RL.8.5 RL.8.10 SL.8.1 SL.8.1.c, d W.8.6</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Compare or contrast the effect of poetic structure in two or more poems. • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level literary text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level literary text. • Differentiate tone from mood in literary texts written at the middle-school level. • Identify language used to convey mood in a literary selection written at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Prepare for the unit by previewing what you will learn and do. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Use general academic or domain-specific words and phrases at a grade 8 level. • Use new information expressed by others to contribute to a grade-8-level discussion. • Use print or digital sources to determine or clarify the precise meaning of an eighth-grade-level word. • Use print or digital sources to determine the pronunciation of a word at a grade 8 level. • Use technology, including the Internet, to interact and collaborate with others on writing projects in grade 8.
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<p>Unit: Voices and Viewpoints Lesson: Defining Oneself</p>	<p>L.8.5 L.8.5.a RL.8.2 RL.8.4 RL.8.5 RL.8.6 RL.8.10</p>	<ul style="list-style-type: none"> • Analyze the effect of a symbol on meaning, tone, or mood in an eighth-grade-level literary text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Compare or contrast literary selections written at the middle-school level. • Describe how point of view affects literature written at the middle-school level. • Describe the effect of meter on poetry written at the middle-school level. • Determine a theme or central idea in an eighth-grade-level literary text. • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level literary text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level literary text. • Identify an allusion in an eighth-grade-level literary text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Voices and Viewpoints Lesson: Walls: Real and Symbolic</p>	<p>RL.8.2 RL.8.4 RL.8.5 RL.8.5.a RL.8.10</p>	<ul style="list-style-type: none"> • Analyze how a central idea or theme develops over the course of an eighth-grade-level literary text. • Analyze how characters, setting, or plot elements contribute to the development of a theme or central idea in an eighth-grade-level literary text.

		<ul style="list-style-type: none"> Analyze the effect of a symbol on meaning, tone, or mood in an eighth-grade-level literary text. Analyze the effect of poetic structure in a poem. Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. Determine a theme or central idea in an eighth-grade-level literary text. Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level literary text. Prepare for the lesson by previewing what you will learn and do. Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Voices and Viewpoints Lesson: Poetic Forms</p>	<p>L.8.1 L.8.6 W.8.4 W.8.5 W.8.10</p>	<ul style="list-style-type: none"> Analyze the effect of poetic structure in a poem. Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. Determine the structure of a poem. Plan a piece of writing to develop and organize ideas at a grade 8 level. Prepare for the lesson by previewing what you will learn and do. Reflect on what you have learned and prepare for the next lesson or assessment. Use language that shows and language that appeals to the senses when writing at the middle-school level. Write poetry at the middle-school level in various forms.
<p>Unit: Voices and Viewpoints</p>	<p>RI.8.4 RI.8.5 RI.8.6</p>	<ul style="list-style-type: none"> Analyze the role of particular sentences in developing or refining a key concept

<p>Lesson: Rhetorical Devices</p>	<p>RI.8.8 RI.8.10</p>	<p>in an eighth-grade-level informational text.</p> <ul style="list-style-type: none"> • Assess an argument in an eighth-grade-level informational text. • Assess the logic of the reasoning used to support an argument or a claim in an eighth-grade-level informational text. • Describe an argument in an eighth-grade-level informational text. • Describe specific claims in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text. • Identify an allusion in an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Voices and Viewpoints Lesson: Influencing Viewpoints</p>	<p>RI.8.8 RI.8.10 SL.8.1 SL.8.1.d SL.8.3</p>	<ul style="list-style-type: none"> • Describe the argument a speaker makes in a grade 8 speech or presentation. • Describe the claims a speaker makes in a grade 8 speech or presentation. • Determine when irrelevant evidence is introduced in a grade 8 speech or presentation. • Evaluate strategies used by speakers in oral presentations at the middle-school level. • Evaluate the relevance and sufficiency of a speaker's evidence provided in a grade 8 speech or presentation. • Evaluate the soundness of a speaker's reasoning as presented in a grade 8 speech or presentation. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do.

		<ul style="list-style-type: none"> • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use new information expressed by others to contribute to a grade-8-level discussion. • Use strategies appropriate for middle-school to enhance listening comprehension.
<p>Unit: Voices and Viewpoints Lesson: A Powerful Dream</p>	<p>L.8.1 L.8.6 RI.8.1 RI.8.2 RI.8.4 RI.8.5 RI.8.5.a RI.8.6 RI.8.7 RI.8.10 SL.8.2</p>	<ul style="list-style-type: none"> • Analyze how an allusion affects the meaning or tone in an eighth-grade-level informational text. • Analyze how an author responds to conflicting evidence or viewpoints in an eighth-grade-level informational text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Correct a pronoun with a vague or ambiguous antecedent in writing or speaking at the middle-school level. • Describe specific claims in an eighth-grade-level informational text. • Determine a central idea of an eighth-grade-level informational text. • Determine a pronoun with a vague or ambiguous antecedent in writing or speaking at the middle-school level. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text.

		<ul style="list-style-type: none"> • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level informational text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level informational text. • Evaluate strategies used by speakers in oral presentations at the middle-school level. • Explain the values or viewpoints included in a piece of media at the middle-school level. • Identify an allusion in an eighth-grade-level informational text. • Identify rhetorical devices written at the middle-school level. • Identify values or viewpoints excluded from a piece of media at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use general academic or domain-specific words and phrases at a grade 8 level.
<p>Unit: Voices and Viewpoints Lesson: Planning a Speech</p>	<p>W.8.5 W.8.8</p>	<ul style="list-style-type: none"> • Assess the credibility and accuracy of each source when doing research for writing at a grade 8 level. • Collect information from multiple print and digital sources that is relevant to a research question or topic, using search terms effectively at a grade 8 level. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do.
<p>Unit: Voices and Viewpoints Lesson: Gather the Evidence</p>	<p>W.8.7 W.8.8</p>	<ul style="list-style-type: none"> • Assess the credibility and accuracy of each source when doing research for writing at a grade 8 level. • Conduct short research projects in grade 8 to answer an assigned or self-

		<p>generated question, drawing on several sources.</p> <ul style="list-style-type: none"> • Describe the consequences of plagiarism at the middle-school level. • Identify examples and non-examples of plagiarism at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Quote or paraphrase the data or conclusions of others, while avoiding plagiarism, at a grade 8 level. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use a standard format for citation to credit sources in a grade 8 research paper.
<p>Unit: Voices and Viewpoints Lesson: Organize and Outline</p>	<p>L.8.4 L.8.4.d L.8.5 SL.8.4</p>	<ul style="list-style-type: none"> • Clarify the preliminary determination of the meaning of a word or phrase at a grade 8 level by checking the inferred meaning in the context of a sentence or paragraph or by checking the meaning in a dictionary. • Explain claims and findings in a grade-8-level speech or presentation, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, or well-chosen details. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use appropriate eye contact, adequate volume, and clear pronunciation when giving a speech or presentation at a grade 8 level.
<p>Unit: Voices and Viewpoints Lesson: Get Ready to Speak!</p>	<p>L.8.4 L.8.4.c, d SL.8.1 SL.8.4 W.8.5</p>	<ul style="list-style-type: none"> • Explain claims and findings in a grade-8-level speech or presentation, emphasizing salient points in a focused, coherent manner with relevant

	W.8.6	<p>evidence, sound valid reasoning, or well-chosen details.</p> <ul style="list-style-type: none"> • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Revise writing to strengthen ideas, ensuring that the purpose and audience have been addressed, at a grade 8 level. • Use a dictionary to identify alternate word meanings at the middle-school level. • Use appropriate eye contact, adequate volume, and clear pronunciation when giving a speech or presentation at a grade 8 level. • Use appropriate reference materials at the middle-school level to check a word's meaning, pronunciation, syllabication, and/or part of speech. • Use print or digital sources to determine the pronunciation of a word at a grade 8 level. • Use technology, including the Internet, to interact and collaborate with others on writing projects in grade 8. • Work collaboratively to develop an oral presentation at the middle-school level.
<p>Unit: Voices and Viewpoints Lesson: Deliver Your Speech</p>	SL.8.4	<ul style="list-style-type: none"> • Explain claims and findings in a grade-8-level speech or presentation, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, or well-chosen details. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use appropriate eye contact, adequate volume, and clear pronunciation when giving a speech or presentation at a grade 8 level.
<p>Unit: Voices and Viewpoints Lesson: The Influence of Media</p>	SL.8.2	<ul style="list-style-type: none"> • Analyze the motivation, including social, commercial, or political, behind the

		<p>presentation of diverse media at a grade 8 level.</p> <ul style="list-style-type: none"> Analyze the purpose of information presented visually, quantitatively, or orally in diverse media and formats at a grade 8 level. Evaluate informative techniques used in nonprint media such as television, radio, video, or Internet at the middle-school level. Explain how the media can influence beliefs, behaviors, and/or interpretations on information at the middle-school level. Prepare for the lesson by previewing what you will learn and do. Reflect on what you have learned and prepare for the next lesson or assessment.
<p>Unit: Voices and Viewpoints Lesson: Creating a Viewpoint</p>	<p>RI.8.7 SL.8.5</p>	<ul style="list-style-type: none"> Assess the role of media used in middle-school in creating a viewpoint or opinion regarding an issue. Compare the effectiveness of different mediums used at the middle-school level to present a specific idea or topic, such as print or digital text, video, multimedia, and/or sound. Describe the impact of media techniques at the middle-school level on audience's viewpoints or opinions. Evaluate the role of media used in informational texts at the middle-school level in focusing attention on events. Prepare for the lesson by previewing what you will learn and do. Reflect on what you have learned and prepare for the next lesson or assessment.
<p>Unit: Voices and Viewpoints Lesson: Each of Us Has a Voice</p>	<p>SL.8.5</p>	<ul style="list-style-type: none"> Create a digital media presentation appropriate for middle-school with text, graphics, images, and/or sound. Integrate multimedia and visual displays into a grade-8-level presentation to clarify information and strengthen claims and evidence.

		<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do.
<p>Unit: Voices and Viewpoints Lesson: Present a Viewpoint</p>	SL.8.5	<ul style="list-style-type: none"> • Create a digital media presentation appropriate for middle-school with text, graphics, images, and/or sound. • Integrate multimedia and visual displays into a grade-8-level presentation to clarify information and strengthen claims and evidence. • Prepare for the lesson by previewing what you will learn and do.
<p>Unit: Voices and Viewpoints Lesson: Module Exam</p>	<p>RL.8.5 SL.8.2</p>	<ul style="list-style-type: none"> • Assess the role of media in creating a viewpoint or opinion regarding an issue. • Assess the techniques used by media when focusing attention on events. • Compare and contrast the characteristics of various poetic forms, e.g. narrative, free verse, lyrical, sonnets. • Compare and contrast the purpose of various poetic forms, e.g. sonnet, narrative, free verse. • Evaluate the role of media in focusing attention on events. • Review what you have learned and prepare for the Unit Test.
<p>Unit: Perspectives in History Lesson: Perspectives in History</p>	<p>L.8.4 L.8.4.a L.8.6 RI.8.6 RI.8.10 SL.8.1 SL.8.1.c, d</p>	<ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Describe how point of view affects informational text written at the middle-school level. • Describe the characteristics of an autobiography written at the middle-school level. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do.

		<ul style="list-style-type: none"> • Prepare for the unit by previewing what you will learn and do. • Respond to questions and comments in a grade 8 discussion with relevant evidence, observations, or ideas. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use context as a clue to determine the meaning of a word or phrase in a sentence at a grade 8 level. • Use general academic or domain-specific words and phrases at a grade 8 level.
<p>Unit: Perspectives in History Lesson: Multiple Personalities</p>	<p>L.8.5.c RI.8.3 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze how an informational text, written at an eighth-grade reading level, makes connections among individuals, ideas, or events, using comparisons, analogies, categories, or other approaches. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Describe characters by speech, actions, or interactions with others in informational texts written at the middle-school level. • Distinguish among the connotations of words with similar denotations at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

<p>Unit: Perspectives in History Lesson: Fear and Uncertainty</p>	<p>L.8.4 L.8.4.a RI.8.4 RI.8.5 RI.8.6 RI.8.10 W.8.5</p>	<ul style="list-style-type: none"> • Analyze how text structure affects the meaning of an informational text written at the middle-school level. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level informational text. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use context as a clue to determine the meaning of a word or phrase in a sentence at a grade 8 level.
<p>Unit: Perspectives in History Lesson: Family Ties</p>	<p>L.8.4.d L.8.5 L.8.5.a RI.8.4 RI.8.5 RI.8.6 RI.8.10 W.8.5</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Analyze the role of particular sentences in developing or refining a key concept in an eighth-grade-level informational text. • Analyze the structure of a specific paragraph in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Clarify the preliminary determination of the meaning of a word or phrase at a grade 8 level by checking the inferred meaning in the context of a sentence or paragraph or by checking the meaning in a dictionary. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level informational text. • Identify or ask questions that clarify various viewpoints in narrative nonfiction written at the middle-school level. • Identify or ask questions that clarify various viewpoints in narrative nonfiction written at the middle-school level. • Identify or interpret motif in informational text written at the middle-school level. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Perspectives in History Lesson: Growing Up</p>	<p>L.8.1 L.8.1.a L.8.3 RI.8.1 RI.8.4 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text.

		<ul style="list-style-type: none"> • Define or describe verbals, including gerunds, participles, and infinitives. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Differentiate between a verbal and a verb in a sentence. • Explain the function of verbals (gerunds, participles, infinitives) in general or in particular sentences. • Identify language used to convey mood in an informational selection written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Perspectives in History Lesson: New Experiences</p>	<p>L.8.1 L.8.1.a L.8.3 L.8.5 L.8.6 RI.8.4 RI.8.10 W.8.5</p>	<ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Define or describe analogy in an informational text. • Define or describe verbals, including gerunds, participles, and infinitives. • Determine the effect of an analogy in an informational text. • Differentiate between a verbal and a verb in a sentence. • Explain the function of verbals (gerunds, participles, infinitives) in general or in particular sentences. • Identify an analogy in an informational text. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.

		<ul style="list-style-type: none"> • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Perspectives in History Lesson: Danger Breaks In</p>	<p>L.8.1.a RI.8.3 RI.8.10 SL.8.1 SL.8.1.d W.8.5 W.8.6 W.8.9 W.8.9.a, b</p>	<ul style="list-style-type: none"> • Analyze how an informational text, written at an eighth-grade reading level, makes connections among individuals, ideas, or events, using comparisons, analogies, categories, or other approaches. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Define or describe verbals, including gerunds, participles, and infinitives. • Describe characters by speech, actions, or interactions with others in informational texts written at the middle-school level. • Describe the effect of setting or culture in an informational work written at the middle-school level. • Differentiate between a verbal and a verb in a sentence. • Participate in a threaded discussion. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use evidence from texts and other research material related to a grade 8 topic or issue to probe and reflect on ideas in a discussion.

		<ul style="list-style-type: none"> • Use new information expressed by others to qualify or justify one's own views, when warranted, based on the evidence presented in a grade 8 discussion. • Use technology, including the Internet, to interact and collaborate with others on writing projects in grade 8.
<p>Unit: Perspectives in History Lesson: Hope for the Future</p>	<p>L.8.1.a RI.8.2 RI.8.4 RI.8.6 RI.8.9 RI.8.10 W.8.5</p>	<ul style="list-style-type: none"> • Analyze how an author acknowledges conflicting evidence or viewpoints in an eighth-grade-level informational text. • Analyze how an author responds to conflicting evidence or viewpoints in an eighth-grade-level informational text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Analyze two or more informational texts, written at an eighth-grade reading level, to determine how each text presents conflicting information on the same topic. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Define or describe verbals, including gerunds, participles, and infinitives. • Describe authors, characters, and/or events in works of information text written at the middle-school level. • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Differentiate between a verbal and a verb in a sentence. • Explain the function of verbals) gerunds, participles, infinitives) in general or in particular sentences. • Identify how two or more informational texts, written at an eighth-grade reading level, disagree on matters of fact or interpretation.

		<ul style="list-style-type: none"> • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Summarize an eighth-grade-level informational text objectively.
<p>Unit: Perspectives in History Lesson: No Longer a Little Girl</p>	<p>L.8.1 RI.8.8 RI.8.10 W.8.2 W.8.2.a W.8.4</p>	<ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. • Determine a misplaced or dangling modifier in a sentence at the middle-school level. • Distinguish relevant from extraneous information in informational texts written at the middle-school level. • Organize ideas, concepts, or information into broader categories in a grade 8 informational or explanatory text. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise a misplaced or dangling modifier in a sentence at the middle-school level. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Write an informational or explanatory text to examine a topic and convey

		<p>ideas, concepts, or information at a grade 8 level.</p>
<p>Unit: Perspectives in History Lesson: Compare and Contrast</p>	<p>L.8.1 L.8.6 W.8.2 W.8.2.a, b, c, f W.8.5</p>	<ul style="list-style-type: none"> • Develop the topic of a grade 8 informational or explanatory text with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Edit writing for conventions, grammar, and usage at a grade 8 level. • Organize ideas, concepts, or information into broader categories in a grade 8 informational or explanatory text. • Prepare for the lesson by previewing what you will learn and do. • Revise writing to strengthen ideas, ensuring that the purpose and audience have been addressed, at a grade 8 level. • Use general academic or domain-specific words and phrases at a grade 8 level. • Use suitable and varied transitions to create cohesion in a grade 8 informational or explanatory text. • Write a conclusion that follows from or supports the information or explanation presented in a grade 8 informational or explanatory text. • Write an informational or explanatory text to examine a topic and convey ideas, concepts, or information at a grade 8 level. • Write an introduction that clearly presents a topic and previews what is to follow in a grade 8 informational or explanatory text.
<p>Unit: Perspectives in History Lesson: After the Capture</p>	<p>L.8.1.a RI.8.1 RI.8.6 RI.8.8 RI.8.9 RI.8.10 SL.8.1 W.8.10</p>	<ul style="list-style-type: none"> • Analyze two or more informational texts, written at an eighth-grade reading level, to determine how each text presents conflicting information on the same topic. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text. • Define or describe verbals, including gerunds, participles, and infinitives. • Determine the author's purpose in an eighth-grade-level informational text. • Differentiate between a verbal and a verb in a sentence. • Distinguish between fact and opinion in texts written at the middle-school level. • Explain the function of verbals, gerunds, participles, infinitives, in general or in particular sentences. • Identify how two or more informational texts, written at an eighth-grade reading level, disagree on matters of fact or interpretation. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Perspectives in History Lesson: Fleeing Germany</p>	<p>L.8.1 L.8.2.a RI.8.3 RI.8.4 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Demonstrate knowledge of grammar, usage, and mechanics at the middle-school level. • Determine the author's purpose in an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.

		<ul style="list-style-type: none"> • Synthesize logical connections between ideas within text and across multiple informational texts of similar or different genres written at the middle-school level. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use commas or semicolons to correctly separate items in a series at the middle-school level. • Use evidence from informational texts written at the middle-school level to make logical connections between ideas within text and across multiple texts of similar or different genres.
<p>Unit: Perspectives in History Lesson: War Comes to the U.S.</p>	<p>RI.8.2 RI.8.10 W.8.2 W.8.4</p>	<ul style="list-style-type: none"> • Analyze how a central idea develops over the course of an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine a central idea of an eighth-grade-level informational text. • Identify how two or more informational texts, written at an eighth-grade reading level, disagree on matters of fact or interpretation. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Summarize an eighth-grade-level informational text objectively. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Write an informational or explanatory text to examine a topic and convey ideas, concepts, or information at a grade 8 level.
<p>Unit: Perspectives in History Lesson: Fear and Prejudice</p>	<p>L.8.2.a RI.8.1 RI.8.2 RI.8.7 RI.8.10 W.8.2 W.8.4</p>	<ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Assess the advantages of using various mediums, including print or digital text, video, or multimedia, to present a specific informational topic or idea at an eighth-grade level. • Cite textual evidence from an eighth-grade-level informational text that most strongly supports an analysis of what the text explicitly says. • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text. • Identify examples of explicit meaning and implied information in an informational text written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Summarize an eighth-grade-level informational text objectively. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use punctuation (commas, parentheses, or dashes) to enclose nonessential elements at the middle-school level. • Write an informational or explanatory text to examine a topic and convey

		<p>ideas, concepts, or information at a grade 8 level.</p>
<p>Unit: Perspectives in History Lesson: Aspects of World War II</p>	<p>L.8.6 W.8.7 W.8.8</p>	<ul style="list-style-type: none"> • Assess the credibility and accuracy of each source when doing research for writing at a grade 8 level. • Conduct short research projects in grade 8 to answer an assigned or self-generated question, drawing on several sources. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use a standard format for citation to credit sources in a grade 8 research paper. • Use precise domain-specific language to inform about or explain the topic in an eighth-grade-level informational or explanatory text.
<p>Unit: Perspectives in History Lesson: Webquest</p>	<p>L.8.1.a SL.8.4 SL.8.5 W.8.2.a, d W.8.6 W.8.8</p>	<ul style="list-style-type: none"> • Define or describe verbals, including gerunds, participles, and infinitives. • Differentiate between a verbal and a verb in a sentence. • Explain claims and findings in a grade-8-level speech or presentation, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, or well-chosen details. • Explain the function of verbals) gerunds, participles, infinitives) in general or in particular sentences. • Integrate multimedia and visual displays into a grade-8-level presentation to clarify information and strengthen claims and evidence. • Integrate multimedia and visual displays into a grade-8-level presentation to add interest. • Prepare for the lesson by previewing what you will learn and do.

		<ul style="list-style-type: none"> • Use a standard format for citation to credit sources in a grade 8 research paper. • Use formatting to aid comprehension, such as headings; graphics, such as charts or tables; and multimedia, in an eighth-grade-level informational or explanatory text. • Use precise domain-specific language to inform about or explain the topic in an eighth-grade-level informational or explanatory text. • Use technology, including the Internet, to produce and publish writing at a grade 8 level.
<p>Unit: Perspectives in History Lesson: Module Exam</p>	<p>RI.8.3</p>	<ul style="list-style-type: none"> • Review what you have learned and prepare for the Unit Test. • Synthesize logical connections between ideas within text and across multiple texts of similar or different genres. • Using evidence from the text(s), make logical connections between ideas within text and across multiple texts of similar or different genres.
<p>Unit: Story Time Lesson: Story Time</p>	<p>L.8.4 L.8.5.b L.8.6 RL.8.1 RL.8.2 RL.8.3 RL.8.10 SL.8.1 SL.8.1.a W.8.9 W.8.9.a, b</p>	<ul style="list-style-type: none"> • Analyze how characters, setting, or plot elements contribute to the development of a theme or central idea in an eighth-grade-level literary text. • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level literary text that supports inferences drawn from the text. • Determine a theme or central idea in an eighth-grade-level literary text. • Determine a theme or central idea in an eighth-grade-level literary text.

		<ul style="list-style-type: none"> • Determine the relationship between particular words to understand each of those words at a grade 8 level. • Identify the plot elements in a literary selection written at the middle-school level: exposition, complicating incident, rising action, climax, and falling action. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Prepare for the unit by previewing what you will learn and do. • Summarize an eighth-grade-level literary text objectively. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Use cognates to determine the meaning of an unknown word written at the middle-school level. • Use evidence from texts and other research material related to a grade 8 topic or issue to probe and reflect on ideas in a discussion. • Use general academic or domain-specific words and phrases at a grade 8 level.
<p>Unit: Story Time</p> <p>Lesson: Literature Study</p>	<p>L.8.5.b</p> <p>RL.8.3</p> <p>RL.8.4</p> <p>RL.8.9</p>	<ul style="list-style-type: none"> • Analyze how a modern work of fiction written at an eighth-grade reading level draws on themes, patterns of events, or character types from myths, traditional stories, or religious works. • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. • Describe how material from a myth, traditional story, or religious work is rendered new in a modern work of fiction written at an eighth-grade reading level.

		<ul style="list-style-type: none"> • Determine the relationship between particular words to understand each of those words at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.
<p>Unit: Story Time Lesson: The Courage of Conviction</p>	<p>RL.8.10</p>	<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Story Time Lesson: The Courage of Conviction</p>	<p>L.8.5 L.8.5.a RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.10</p>	<ul style="list-style-type: none"> • Analyze how a central idea or theme develops over the course of an eighth-grade-level literary text. • Analyze how characters, setting, or plot elements contribute to the development of a theme or central idea in an eighth-grade-level literary text. • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level literary text that supports inferences drawn from the text. • Define or describe analogy in a literary text. • Determine a theme or central idea in an eighth-grade-level literary text. • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level literary text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level literary text.

		<ul style="list-style-type: none"> • Identify an analogy in an eighth-grade-level literary text. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Story Time</p> <p>Lesson: Man versus Nature</p>	<p>L.8.4 L.8.5 L.8.5.a RL.8.1 RL.8.2 RL.8.3 RL.8.10</p>	<ul style="list-style-type: none"> • Analyze how characters, setting, or plot elements contribute to the development of a theme or central idea in an eighth-grade-level literary text. • Analyze how particular lines of dialogue or incidents in a story or drama, written at an eighth-grade level, reveal a character's traits. • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level literary text that supports inferences drawn from the text. • Determine the figurative meaning of words and phrases as they are used in an eighth-grade-level literary text. • Determine the meaning of words and phrases as they are used in an eighth-grade-level literary text. • Explain the contributions of a character to the central conflict or story line in a literary work written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.

<p>Unit: Story Time Lesson: Different Approaches</p>	<p>RL.8.5</p>	<ul style="list-style-type: none"> Analyze how the differing structures of two or more literary texts, written at an eighth-grade reading level, contribute to each text's meaning or style. Compare or contrast story elements, such as conflict, point of view, characterization, or setting, in two or more literary texts written at an eighth-grade reading level. Prepare for the lesson by previewing what you will learn and do.
<p>Unit: Story Time Lesson: A Life of Adventure?</p>	<p>L.8.3 RL.8.2 RL.8.4 RL.8.5 RL.8.6 RL.8.10</p>	<ul style="list-style-type: none"> Analyze how differences in viewpoints or perceptions of characters and the audience or reader create effects such as suspense or humor in an eighth-grade-level literary text. Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. Compare or contrast story elements, such as conflict, point of view, characterization, or setting, in two or more literary texts written at an eighth-grade reading level. Determine a theme or central idea in an eighth-grade-level literary text. Determine the viewpoint of characters in a literary text or the viewpoint of the audience or reader of a text. Identify language used to convey mood in a literary selection written at the middle-school level. Identify the point of view in a literary passage written at the middle-school level. Prepare for the lesson by previewing what you will learn and do. Reflect on what you have learned and prepare for the next lesson or assessment.

		<ul style="list-style-type: none"> • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Story Time Lesson: The Importance of Belief</p>	<p>L.8.1 L.8.1.a RL.8.2 RL.8.3 RL.8.10 SL.8.1 SL.8.1.d</p>	<ul style="list-style-type: none"> • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Define or describe dramatic irony. • Determine a theme or central idea in an eighth-grade-level literary text. • Identify dramatic irony in a text. • Identify situational irony in a literary text. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Use new information expressed by others to contribute to a grade-8-level discussion. • Use new information expressed by others to qualify or justify one's own views, when warranted, based on the evidence presented in a grade 8 discussion.
<p>Unit: Story Time Lesson: The Writer's Craft</p>	<p>RL.8.3 RL.8.4</p>	<ul style="list-style-type: none"> • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. • Identify language used to convey mood in a literary selection written at the middle-school level. • Identify the plot elements in a literary selection written at the middle-school

		<p>level: exposition, complicating incident, rising action, climax, and falling action.</p> <ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.
<p>Unit: Story Time Lesson: Creating Horror</p>	<p>L.8.1.d L.8.5 L.8.5.a, c RL.8.2 RL.8.3 RL.8.4 RL.8.6 RL.8.10</p>	<ul style="list-style-type: none"> • Analyze how differences in viewpoints or perceptions of characters and the audience or reader create effects such as suspense or humor in an eighth-grade-level literary text. • Analyze how particular lines of dialogue or incidents in a story or drama, written at an eighth-grade level, reveal a character's traits. • Analyze how particular lines of dialogue or incidents in a story or drama, written at an eighth-grade level, provoke a decision. • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Define or describe dramatic irony. • Define or describe situational irony in a literary text. • Determine a theme or central idea in an eighth-grade-level literary text. • Determine an inappropriate shift in verb tense at the middle-school level. • Determine the connotative meaning of words and phrases as they are used in an eighth-grade-level literary text. • Determine the viewpoint of characters in a literary text or the viewpoint of the audience or reader of a text. • Identify dramatic irony in a text.

		<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Revise an inappropriate shift in verb tense at the middle-school level. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Story Time Lesson: Everyone Likes a Lottery</p>	<p>L.8.1.c RL.8.2 RL.8.3 RL.8.6 RL.8.10</p>	<ul style="list-style-type: none"> • Analyze how a central idea or theme develops over the course of an eighth-grade-level literary text. • Analyze how differences in viewpoints or perceptions of characters and the audience or reader create effects such as suspense or humor in an eighth-grade-level literary text. • Analyze how particular lines of dialogue or incidents in a story or drama, written at an eighth-grade level, propel the action. • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Analyze the effect of situational irony on a literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Define or describe verb mood, including indicative, imperative, interrogative, conditional, and subjunctive mood. • Form and use verbs in the indicative, imperative, interrogative, conditional, or subjunctive mood. • Identify situational irony in a literary text. • Prepare for the lesson by previewing what you will learn and do.

		<ul style="list-style-type: none"> • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Story Time Lesson: Two Ways of Seeing</p>	<p>L.8.1.c RL.8.6 RL.8.7 RL.8.10</p>	<ul style="list-style-type: none"> • Analyze the extent to which a film or live production of a story or drama stays faithful to the text or script. • Define or describe verb mood, including indicative, imperative, interrogative, conditional, and subjunctive mood. • Evaluate the choices made by the director or actors in a film about whether to remain faithful to or depart from the text or script in a live or filmed production of a story or drama. • Form and use verbs in the indicative, imperative, interrogative, conditional, or subjunctive mood. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Use general academic or domain-specific words and phrases at a grade 8 level.
<p>Unit: Story Time Lesson: A Difficult Choice</p>	<p>L.8.1 L.8.1.b, d L.8.3 L.8.3.a L.8.5 RL.8.2 RL.8.3 RL.8.4 RL.8.10 SL.8.1 SL.8.1.c W.8.5</p>	<ul style="list-style-type: none"> • Analyze how a central idea or theme develops over the course of an eighth-grade-level literary text. • Analyze story elements, such as conflict, point of view, characterization, or setting, in a literary text. • Analyze the effect of specific word choices on meaning or tone in an eighth-grade-level literary text. • Answer questions independently and proficiently to demonstrate comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band. • Define or describe active voice.

		<ul style="list-style-type: none"> • Define or describe passive voice. • Define or describe verb voice. • Define or describe verbal irony. • Identify symmetrical plot in a literary text written at the middle-school level. • Identify the use of active voice in a sentence. • Identify the use of passive voice in a sentence. • Identify verbal irony in a text. • Interpret figures of speech, such as verbal irony or puns, in context. • Participate in a threaded discussion. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Respond to questions and comments in a grade 8 discussion with relevant evidence, observations, or ideas. • Use active reading strategies to enhance comprehension of a variety of literary texts in the sixth to eighth-grade text-complexity band.
<p>Unit: Story Time</p> <p>Lesson: Your Own Short Story</p>	<p>L.8.1 L.8.1.b, d W.8.3 W.8.4 W.8.5</p>	<ul style="list-style-type: none"> • Determine inappropriate shifts in verb voice or mood in writing or speaking at an eighth-grade level. • Identify the use of active voice in a sentence. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Revise inappropriate shifts in verb voice or mood in writing or speaking at an eighth-grade level.

		<ul style="list-style-type: none"> • Write a narrative to develop real or imagined experiences or events at a grade 8 level.
<p>Unit: Story Time Lesson: Details and Dialogue</p>	<p>L.8.1 L.8.1.b L.8.3 L.8.3.a W.8.3 W.8.3.a, b, c, d</p>	<ul style="list-style-type: none"> • Develop a narrator in a grade 8 narrative text. • Develop characters in a grade 8 narrative text. • Develop context and point of view in a grade 8 narrative text. • Form and use verbs in the active or passive voice in sentences. • Organize an event sequence that unfolds naturally and logically in a grade 8 narrative text. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use a variety of transition words, phrases, or clauses to signal shifts from one time frame or setting to another in a grade 8 narrative text. • Use pacing, description, or reflection to develop experiences, events, or characters in a grade 8 narrative text. • Use precise words and phrases, relevant descriptive details, or sensory language to convey experiences and events in a grade 8 narrative text. • Use the appropriate verb voice to emphasize either the actor or the action in a sentence. • Write a narrative to develop real or imagined experiences or events at a grade 8 level. • Write dialogue to develop experiences, events, or characters in a grade 8 narrative text.
<p>Unit: Story Time Lesson: Draft a Story</p>	<p>W.8.3 W.8.3.b, d, e</p>	<ul style="list-style-type: none"> • Prepare for the lesson by previewing what you will learn and do. • Use precise words and phrases, relevant descriptive details, or sensory language to convey experiences and events in a grade 8 narrative text.

		<ul style="list-style-type: none"> • Write a conclusion that follows from and reflects on the experiences or events in a grade 8 narrative text. • Write dialogue to develop experiences, events, or characters in a grade 8 narrative text.
<p>Unit: Story Time Lesson: The Final Product</p>	<p>L.8.1 L.8.1.c L.8.3 L.8.3.a W.8.3 W.8.3.a, b, c, d, e W.8.5</p>	<ul style="list-style-type: none"> • Define or describe verb mood, including indicative, imperative, interrogative, conditional, and subjunctive mood. • Develop a narrator in a grade 8 narrative text. • Develop characters in a grade 8 narrative text. • Develop context and point of view in a grade 8 narrative text. • Edit writing for conventions, grammar, and usage at a grade 8 level. • Form and use verbs in the indicative, imperative, interrogative, conditional, or subjunctive mood. • Organize an event sequence that unfolds naturally and logically in a grade 8 narrative text. • Prepare for the lesson by previewing what you will learn and do. • Revise writing to strengthen ideas, ensuring that the purpose and audience have been addressed, at a grade 8 level. • Use a variety of transition words, phrases, or clauses to show the relationships among experiences and events in a grade 8 narrative text. • Use pacing, description, or reflection to develop experiences, events, or characters in a grade 8 narrative text. • Use precise words and phrases, relevant descriptive details, or sensory language to convey experiences and events in a grade 8 narrative text. • Use the appropriate verb voice to emphasize either the actor or the action in a sentence. • Write a conclusion that follows from and reflects on the experiences or events in a grade 8 narrative text.

		<ul style="list-style-type: none"> • Write a narrative to develop real or imagined experiences or events at a grade 8 level. • Write dialogue to develop experiences, events, or characters in a grade 8 narrative text.
<p>Unit: Story Time Lesson: Module Exam</p>	<p>RL.8.5 RL.8.6</p>	<ul style="list-style-type: none"> • Analyze how the author's use of point of view shapes a literary work; Compare two or more texts to analyze how differing structures of each contributes to its meaning. • Review what you have learned and prepare for the Unit Test.
<p>Unit: The Source of Information Lesson: The Source of Information</p>	<p>L.8.5.b L.8.6 RI.8.2 RI.8.6 RI.8.10 W.8.9 W.8.9.b</p>	<ul style="list-style-type: none"> • Analyze details in an informational text written at the middle-school level for relevance and accuracy. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Describe the purpose and use of information from a procedural text or document written at the middle-school level. • Determine a central idea of an eighth-grade-level informational text. • Determine the relationship between particular words to understand each of those words at a grade 8 level. • Determine the supporting ideas and details that shape a central idea of an eighth-grade-level informational text. • Identify defining characteristics of informational text written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction

		<p>texts in the sixth to eighth-grade text-complexity band.</p> <ul style="list-style-type: none"> • Use general academic or domain-specific words and phrases at a grade 8 level.
<p>Unit: The Source of Information Lesson: Follow the Procedure</p>	<p>RI.8.6 RI.8.8 RI.8.10 SL.8.1 SL.8.1.c W.8.10</p>	<ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine the purpose in the sequence of information in an informational text written at the middle-school level. • Distinguish relevant from extraneous information in informational texts written at the middle-school level. • Follow multi-step oral instructions to complete a task, answer question, or solve a problem at the middle-school level. • Give logical and sequential oral instructions for a multi-step task, to answer questions, or solve a problem at the middle-school level. • Identify missing or extraneous information in multi-step directions or legends for diagrams used in informational texts written at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Respond to questions and comments in a grade 8 discussion with relevant evidence, observations, or ideas. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Source of Information Lesson: Choose a Procedure</p>	<p>RI.8.10 W.8.2 W.8.4 W.8.5</p>	<ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.

		<ul style="list-style-type: none"> • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Write a procedural or work-related text at the middle-school level.
<p>Unit: The Source of Information Lesson: Get It Together</p>	<p>W.8.2 W.8.2.a, b W.8.4 W.8.5</p>	<ul style="list-style-type: none"> • Develop the topic of a grade 8 informational or explanatory text with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Organize ideas, concepts, or information into broader categories in a grade 8 informational or explanatory text. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Produce clear, coherent writing that exhibits development, organization, and style appropriate to a task, purpose, and audience, at an eighth-grade level. • Write an introduction that clearly presents a topic and previews what is to follow in a grade 8 informational or explanatory text.
<p>Unit: The Source of Information Lesson: Create a Procedure</p>	<p>W.8.2 W.8.2.c, d, e, f W.8.5</p>	<ul style="list-style-type: none"> • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.

		<ul style="list-style-type: none"> • Use precise domain-specific language to inform about or explain the topic in an eighth-grade-level informational or explanatory text. • Use suitable and varied transitions to create cohesion in a grade 8 informational or explanatory text. • Write a conclusion that follows from or supports the information or explanation presented in a grade 8 informational or explanatory text. • Write a procedural or work-related text at the middle-school level.
<p>Unit: The Source of Information Lesson: Show and Tell</p>	<p>W.8.2 W.8.2.a, b, c, d, e, f W.8.4</p>	<ul style="list-style-type: none"> • Develop the topic of a grade 8 informational or explanatory text with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Organize ideas, concepts, or information into broader categories in a grade 8 informational or explanatory text. • Prepare for the lesson by previewing what you will learn and do. • Use formatting to aid comprehension, such as headings; graphics, such as charts or tables; and multimedia, in an eighth-grade-level informational or explanatory text. • Use suitable and varied transitions to create cohesion in a grade 8 informational or explanatory text. • Write a conclusion that follows from or supports the information or explanation presented in a grade 8 informational or explanatory text. • Write a how-to essay at the middle-school level using second-person point of view. • Write a procedural or work-related text at the middle-school level directed toward a specific audience. • Write an introduction that clearly presents a topic and previews what is to follow in a grade 8 informational or explanatory text.

<p>Unit: The Source of Information Lesson: The Final Touches</p>	<p>L.8.1 W.8.5</p>	<ul style="list-style-type: none"> • Edit writing for conventions, grammar, and usage at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Revise writing to strengthen ideas, ensuring that the purpose and audience have been addressed, at a grade 8 level.
<p>Unit: The Source of Information Lesson: Technical Texts</p>	<p>RI.8.6 RI.8.7 RI.8.10 SL.8.1 SL.8.1.d</p>	<ul style="list-style-type: none"> • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Assess the advantages of using various mediums, including print or digital text, video, or multimedia, to present a specific informational topic or idea at an eighth-grade level. • Describe the organizational patterns used to form an overview of a text written at the middle-school level. • Determine the author's purpose in an eighth-grade-level informational text. • Identify defining characteristics of informational text written at the middle-school level. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use new information expressed by others to contribute to a grade-8-level discussion.
<p>Unit: The Source of Information Lesson: A Serious Problem</p>	<p>RI.8.4 RI.8.5 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze the role of particular sentences in developing or refining a key concept in an eighth-grade-level informational text. • Analyze the structure of a specific paragraph in an eighth-grade-level informational text.

		<ul style="list-style-type: none"> • Determine the author's point of view or viewpoint in an eighth-grade-level informational text. • Determine the author's purpose in an eighth-grade-level informational text. • Determine the meaning of technical language in an eighth-grade-level informational text. • Identify missing or extraneous information in multi-step directions or legends for diagrams used in informational texts written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Source of Information Lesson: Tricky Business</p>	<p>RI.8.1 RI.8.2 RI.8.5 RI.8.6 RI.8.10</p>	<ul style="list-style-type: none"> • Analyze the structure of a specific paragraph in an eighth-grade-level informational text. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Cite textual evidence from an eighth-grade-level informational text that supports inferences drawn from the text. • Determine the author's purpose in an eighth-grade-level informational text. • Determine the meaning of technical language in an eighth-grade-level informational text. • Prepare for the lesson by previewing what you will learn and do. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction

		<p>texts in the sixth to eighth-grade text-complexity band.</p>
<p>Unit: The Source of Information Lesson: Brochures</p>	<p>RI.8.1 RI.8.10 SL.8.2 SL.8.3</p>	<ul style="list-style-type: none"> • Analyze how graphic elements used in middle-school texts such as titles, headings, and/or layout impact meaning. • Analyze the qualifications of an author of an informational text written at the middle-school level. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Identify defining characteristics of informational text written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use textual evidence to draw conclusions about the structure of informational texts written at the middle-school level.
<p>Unit: The Source of Information Lesson: Technical Writing</p>	<p>L.8.1 L.8.6 W.8.2 W.8.2.a, d W.8.5</p>	<ul style="list-style-type: none"> • Develop the topic of a grade 8 informational or explanatory text with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Edit writing for conventions, grammar, and usage at a grade 8 level. • Plan a piece of writing to develop and organize ideas at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment.

		<ul style="list-style-type: none"> • Revise writing to strengthen ideas, ensuring that the purpose and audience have been addressed, at a grade 8 level. • Use formatting to aid comprehension, such as headings; graphics, such as charts or tables; and multimedia, in an eighth-grade-level informational or explanatory text. • Use general academic or domain-specific words and phrases at a grade 8 level. • Use precise domain-specific language to inform about or explain the topic in an eighth-grade-level informational or explanatory text. • Write an informational or explanatory text to examine a topic and convey ideas, concepts, or information at a grade 8 level.
<p>Unit: The Source of Information Lesson: Writing Workshop</p>	<p>L.8.1 L.8.2 L.8.2.c L.8.6 W.8.2 W.8.2.a W.8.5</p>	<ul style="list-style-type: none"> • Determine a misplaced or dangling modifier in a sentence at the middle-school level. • Develop the topic of a grade 8 informational or explanatory text with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Edit writing for conventions, grammar, and usage at a grade 8 level. • Prepare for the lesson by previewing what you will learn and do. • Revise writing to strengthen ideas, ensuring that the purpose and audience have been addressed, at a grade 8 level. • Spell correctly at the grade 8 level. • Use formatting to aid comprehension, such as headings; graphics, such as charts or tables; and multimedia, in an eighth-grade-level informational or explanatory text. • Use general academic or domain-specific words and phrases at a grade 8 level.

		<ul style="list-style-type: none"> • Use print or electronic resources to determine and correct spelling at the middle-school level. • Write an informational or explanatory text to examine a topic and convey ideas, concepts, or information at a grade 8 level.
<p>Unit: The Source of Information Lesson: Expository Texts</p>	<p>L.8.5.c RI.8.2 RI.8.10 W.8.2.c W.8.3.a W.8.4 W.8.10</p>	<ul style="list-style-type: none"> • Analyze how graphic elements used in middle-school texts such as titles, headings, and/or layout impact meaning. • Answer questions suitable for an eighth-grade student to demonstrate proficient comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Determine a central idea of an eighth-grade-level informational text. • Determine the connotative meaning of words and phrases as they are used in an eighth-grade-level informational text. • Identify defining characteristics of informational text written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use a variety of transition words, phrases, or clauses to convey the sequence of events in a grade 8 narrative text. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band. • Use suitable and varied transitions to create cohesion in a grade 8 informational or explanatory text. • Use transitional words and phrases or other textual clues to identify organizational patterns when writing at the middle-school level.

<p>Unit: The Source of Information Lesson: It's All in How You Say It</p>	<p>RI.8.10 SL.8.1 SL.8.6</p>	<ul style="list-style-type: none"> • Determine the correct level of formality for successful participation in various digital venues such as discussions, chats, texts, or e-mails at the middle-school level. • Determine the correct tone for successful participation in various digital venues such as discussions, chats, texts, or e-mails at the middle-school level. • Identify the appropriate content for a variety of business letters written at the middle-school level, such as inquiry, complaint, or recommendation. • Participate in a threaded discussion. • Prepare for the lesson by previewing what you will learn and do. • Reflect on what you have learned and prepare for the next lesson or assessment. • Use active reading strategies suitable for an eighth-grade student to enhance comprehension of literary nonfiction texts in the sixth to eighth-grade text-complexity band.
<p>Unit: The Source of Information Lesson: Business Letter</p>	<p>L.8.1 L.8.2 L.8.2.a, b, c L.8.3 W.8.4 W.8.10</p>	<ul style="list-style-type: none"> • Determine the correct level of formality for a business letter written at the middle-school level. • Prepare for the lesson by previewing what you will learn and do. • Use language appropriate for the audience when writing at the middle-school level. • Write a business letter with correct formatting at the middle-school level.
<p>Unit: The Source of Information Lesson: Module Exam</p>	<p>RI.8.8</p>	<ul style="list-style-type: none"> • Analyze details in an informational text for relevance and accuracy. • Examine text for missing or extraneous information in multi-step directions or legends for diagrams. • Review what you have learned and prepare for the Unit Test.