Wyoming Department of Education Required
Virtual Education Course Syllabus

Washakie County School District # 1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-LA8A	Grade Level	8
Course Name	WOL-English 8A	# of Credits	0.5
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

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

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK_(Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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 *grade 8 reading and content*, choosing flexibly from a range of strategies.
L.8.4.a	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4.b	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
L.8.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5.a	a. Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5.b	b. Use the relationship between particular words to better understand each of the words.
L.8.5.c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

WYOMING CONTENT AND PERFORMANCE STANDARDS	
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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.8.8	(Not applicable to literature)
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
SL.8.1.a	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1.b	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1.c	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1.d	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.a	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
W.8.1.b	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.c	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1.d	d. Establish and maintain a formal style.
W.8.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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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 *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
W.8.9.b	b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 1: Life Stories Lesson 1.01: Life Stories	L.8.4a, L.8.4d RI.8.1, RI.8.3, RI.8.4 SL.8.1b	Define memoir and identify its conventions. Identify complete sentences and sentence fragments. Identify examples of respectful and productive contributions to collaboration. Identify subjects and verbs in natural and inverted order. Identify textual evidence that supports explicit meaning. Identify the subject of a sentence when the subject is not stated. Predict content based on type of informational text such as autobiography, biography, persuasive essay, expository text. Work collaboratively to accomplish a goal given a set of parameters.
Module 1: Life Stories Lesson 1.02: A Test of Courage	L.8.4a, L.8.4c,L.8.4d RI.8.1, RI.8.3, RI.8.4, RI.8.6	Apply vocabulary and definitions to better understand longer and more complex passages of text. Describe characters based on speech, actions, or interactions with others. Distinguish between sentence fragments and complete sentences. Identify character traits and motivations. Recognize how to correct a clause fragment and a phrase fragment. Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action.

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Module 1: Life Stories Lesson 1.03: A New World	RI.8.1, RI.8.3, RI.8.4, RI.8.6 SL.8.1c	Compare and contrast literary characters or selections. Distinguish between sentences and run-on sentences. Identify author's point of view. Recognize how point of view affects literature. Identify evidence from informational texts that develops the author's point of view. Identify examples of respectful and productive contributions to collaboration. Recognize how to correct a run-on sentence. Recognize the effect of setting or culture on a literary work. Respond with details to questions as part of a discussion. Visualize events, process, or action while reading.
Module 1: Life Stories Lesson 1.04: Expectations	RI.8.1, RI.8.3, RI.8.4, RI.8.6	Analyze how specific word choice creates meaning and tone. Identify conflict and resolution. Identify subjects and verbs in sentences in natural and inverted order. Identify the subject of a sentence when the subject is not stated. Recognize author's attitude or tone. Recognize how to correct sentence fragments and run-on sentences. Recognize ways authors use humor. Self-check comprehension by formulating questions during and after reading.
Module 1: Life Stories Lesson 1.05: Find Your Own Voice	RI.8.4, RI.8.5 RL.8.2, RL.8.4 L.8.3, L.8.4a	Recognize universal themes and connect them across cultures. Analyze the structure of a paragraph, including the role of particular sentences in refining concepts. Use context clues to determine the meaning of a word or phrase. Identify theme. Recognize use of dialect.
Module 1: Life Stories Lesson 1.06: A Writer's View	RI.8.1, RI.8.3, RI.8.4, RI.8.5 RL.8.1, RL.8.4 L.8.1, L.8.2, L.8.3 W.8.3, W.8.4	Analyze the writer's craft using textual evidence to support your analysis. Analyze how the writer develops and connects ideas or events. Use context clues to determine the meaning of words and phrases used in the text. Analyze the structure of a paragraph, including the role of particular sentences in refining concepts. Distinguish between predicate nominatives and predicate adjectives in sentences. Identify predicate adjectives and predicate nominatives in sentences. Recognize use of dialect. Respond as a writer to a memoir using appropriate language and conventions. Ensure writing is clear and coherent with well-organized structure. Strengthen writing based on feedback from peers and adults.
Module 1: Life Stories Lesson 1.07: Your Memoir's Topic	SL.8.1, SL.8.1a, SL.8.1c W.8.3, W,8,3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e, W.8.4, W.8.5 SL.8.5	Brainstorm and develop possible topics in a collaborative setting. Participate in collaborative discussions posing questions to connect the ideas of the team and responding to questions and comments. Use relevant evidence, observations, and ideas. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Recognize purpose, choose an audience, and determine tone. Use a time line, list, or other graphic organizer. Write a narrative about a personal experience. Develop writing using effective techniques, relevant details, and well-structured events sequences. Use feedback from others to plan, draft, or revise writing.
Module 1: Life Stories Lesson 1.08: Writing a Dialogue	W.8.3b, W.8.3d, W.8.5	Punctuate and capitalize dialogue correctly. Use chronological order. Use first-person point of view. Use narrative techniques in a memoir to reflect on decisions, actions, or consequences. Use relevant dialogue. Write a memoir that conveys a meaning or emotion. Write a memoir with a clearly focused topic.
Module 1: Life Stories Lesson 1.09: Show; Don't Just Tell	SL.8.1c W.8.3d, W.8.4, W.8.5	Actively participate in the group discussion as a leader, a supporting member, and/or as an oppositional member. Include a clear beginning, middle, and end. Respond to peers' post by acknowledging new information. Write a conclusion that reflects on memoir events.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 1: Life Stories Lesson 1.10: Polish Your Memoir	L.8.1, L.8.2, L.8.2c, L.8.3, L.8.3a, L.8.4, L.8.4c, L.8.5, L.8.6 W.8.3, W.8.3.a-e, W.8.4, W.8.5, W.8.6, W.8.10	Capitalize a person's title when it precedes a name, proper adjectives, and proper nouns and their abbreviations. Revise a memoir. Use complete sentences and correct capitalization, punctuation, and spelling. Write a memoir that has a clear beginning, middle, and end. Write a narrative about a personal experience that was important because reasons, actions, or consequences.
Module 1: Life Stories Lesson 1.11: The Story of a Life	RI.8.1, RI.8.4, RI.8.5, RI.8.6 RL.8.1, RL.8.4, RL.8.5, RL.8.6	Recognize author's purpose and devices used to accomplish it using textual evidence including author's language, organization, and structure. Recognize the effect point of view has on literature.
Module 1: Life Stories Lesson 1.12: Growing Up a Stave	L.8.4a, L.8.4c, L.8.4d, L.8.5a RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6	Analyze how analogies or allusions create meaning or tone. Analyze how textual evidence such facts, details, and examples communicate the central or main idea. Identify and interpret allusions. Identify the main idea in narrative nonfiction. Make inferences and draw conclusions supported by evidence from informational texts about author's purpose in cultural texts. Recognize authors attitude or tone.
Module 1: Life Stories Lesson 1.13: The Horrors of Slavery	L.8.1, L.8.2, L.8.2a, L.8.2c, L.8.3, L.8.3a, L.8.4, L.8.4a, L.8.4d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6 SL.8.1c, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6 W.8.2, W.8.2.a-f, W.8.9, W.8.9.b, W.8.10	Identify main idea. Make inferences and draw conclusion using textual evidence as support. Recognize characteristics of autobiography. Recognize texts of different types and varying levels of difficulty require multiple strategies and different reading rates. Recognize use of language to convey mood. Participate in online discussions. Respond to others' posts respectfully and productively when agreeing or disagreeing. Use textual evidence to draw conclusions about the structure of literary nonfiction.
Module 1: Life Stories Lesson 1.14: A Lack of Humanity	RI.8.1, RI.8.2, RI.8.3, RI.8.5, RI.8.6 W.8.2, W.8.2.a-f, W.8.9, W.8.9b, W.8.10	Analyze cause and effect relationships in informational text, cite textual evidence that supports your analysis. Analyze the central idea of a text and how the author develops connections between ideas or events. Cite textual evidence in a written summary of your analysis. Analyze the author's point of view. Analyze the role of particular sentences in developing and refining a major concept in an informational text. Summarize your analyses in writing following formal structure for informative writing.
Module 1: Life Stories Lesson 1.15: A Turning Point	RL.8.1, RL.8.2, RL.8.4, RL.8.6 L.8.5a W.8.4	Analyze the effect of metaphors, alliteration, parallelism. Identify climax. Identify textual evidence that supports inferences or conclusions. Recognize the effect point of view has on literature.
Module 1: Life Stories Lesson 1.16: Differing Perspectives	RL.8.1, RL.8.2, RL.8.5, RL.8.6 W.8.2, W.8.2a-f, W.8.9, W.8.9b, W.8.10	Analyze (by comparing and contrasting) two or more texts that present conflicting information about the same topic. Analyze how the texts make connections between ideas and/or events. Analyze the impact of the authors' word choices on meaning and tone. Analyze the authors' points of view. Cite textual evidence in a written summary of your analysis. Summarize your analysis in writing following formal structures for informative writing. Identify and ask questions that clarify various viewpoints in narrative nonfiction.
Module 1: Life Stories Lesson 1.17: Module Review Lesson 1.18: Module Exam	L.8.1, L.8.1a-d, L.8.2, L.8.2a, L.8.2c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 W.8.2, W.8.2.a-f, W.8.9, W.8.9.b, W.8.10	Recognize the effect of setting or culture on a literary work. Identify author's attitude or tone. Identify character traits and motivations. Analyze the effect of metaphors, alliteration, parallelism. Recognize the effect point of view has on literature. Recognize characteristics of autobiography and a memoir. Respond to questions prompts; compare and contrast two or more texts that present conflicting information about the same topic. Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action. Predict content based on type of informational text such as autobiography, biography, persuasive essay, expository text. Apply vocabulary and definitions to better understand longer and more complex passages of text.

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Identify and correct sentence fragments and run on sentences. Identify the subject of a sentence when the subject is not stated.
Module 2: Voices and Viewpoints Lesson 2.01: Voices and Viewpoints	RL.8.2, RL.8.4 SL.8.1, SL.8.1a-d, SL.8.2, SL.8.5	Differentiate tone from mood. Identify and interpret the use of figurative language. Identify meter and describe its effect on poetry. Identify theme. Participate democratically in both online and collaborative discussion prompts in order to foster a team atmosphere, respecting the contributions of fellow team members. Recognize the use of language to convey mood. Use technology to interact and collaborate with others.
Module 2: Voices and Viewpoints Lesson 2.02: Defining Oneself	RL.8.1, RL.8.4, RL.8.6 L.8.5a	Distinguish between common and proper nouns in sentences. Identify and interpret allusion. Identify and interpret symbolism. Identify and interpret the use of figurative language. Recognize effect point of view has on literature.
Module 2: Voices and Viewpoints Lesson 2.03: Walls: Real and Symbolic	RL.8.1, RL.8.2, RL.8.4 SL.8.1c, SL.8.1d L.8.5a	Demonstrate knowledge of authors, characters, and works of literature. Describe characters by speech, action, or interaction with others. Distinguish between correct and incorrect use of personal pronouns as predicate nominatives in sentences. Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members. Participate in group discussions utilizing specific information from research or text. Recognize author's purpose and devices use to accomplish it, including author's language, organization, and structure. Use examples from the text to demonstrate how lines or stanzas of poems contribute to theme or meaning. Use the correct nominative case pronouns to complete sentences.
Module 2: Voices and Viewpoints Lesson 2.04: Sonnets	RL.8.3, RL.8.4, RL.8.5 L.8.1	Compare and contrast author's use of word choice in two or more texts. Describe characters through speech, actions, or interactions with others. Identify and interpret imagery. Identify objective case pronouns as direct objects, indirect objects, or objects of prepositions in sentences. Identify the characteristics of a sonnet. Use the correct objective case pronouns to complete sentences.
Module 2: Voices and Viewpoints Lesson 2.05: Poetic Forms	RL.8.5 W.8.3, W.8.3d, W.8.4 L.8.3, L.8.3a	Compare and contrast the purpose of various poetic forms, e.g. sonnet, narrative, free verse. Use figurative language to convey experiences and create emotion. Use poetic techniques such as rhyme scheme or meter. Use the correct possessive case pronouns to complete sentences. Use the first-person point of view. Write poetry in various forms. Compare and contrast the characteristics of various poetic forms, e.g. narrative, free verse, lyrical, sonnets.
Module 2: Voices and Viewpoints Lesson 2.06: Rhetorical Devices	RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6	Analyze a speaker's argument. Describe the purpose and use of information from a procedural text or document. Evaluate the effectiveness of a speaker's rhetorical devices. Evaluate the soundness of reasoning and evidence. Identify rhetorical devices. Identify sentences with parallel structures. Identify the use of who and its related forms in sentences. Recognize texts of different types and varying levels of difficulty require multiple strategies and different reading rates. Use the correct form of who to complete sentences.
Module 2: Voices and Viewpoints Lesson 2.07: Influencing Viewpoints	L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.6 W.8.1, W.8.1.a-e, W.8.9, W.8.9.b, W.8.10	Respond to question prompts in an online discussion format; compare and contrast a variety of perspectives presented in a discussion. Evaluate the strength of speaker's reasons and evidence. Identify a speaker's claims and supporting reasons. Identify irrelevant information. Identify speakers argument. Summarize speaker's argument and claims. Use pronouns that agree with their antecedents in sentences. Use strategies to enhance listening comprehension. Use the correct pronoun in elliptical clauses in sentences.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 2: Voices and Viewpoints Lesson 2.08: A Powerful Dream	RI.8.3, RI.8.4, RI.8.6 SL.8.2, SL.8.3 W.8.9b L.8.2, L.8.3	Analyze the use of allusions in speeches. Distinguish between sentences with clear and unclear, missing, or confusing antecedents. Evaluate strategies used by speakers in oral presentations. Explain the values or viewpoints included in a piece of media. Identify values or viewpoints excluded from a piece of media. Interpret figurative language in informational text based on textual support. Use prior or background knowledge to relate to reading. Use pronouns that agree with indefinite pronoun antecedents. Write sentences with clear antecedents and pronouns that agree.
Module 2: Voices and Viewpoints Lesson 2.09: Planning a Speech	SL.8.1c, SL.8.1d W.8.1b, W.8.8	Brainstorm and develop possible topics. Choose a topic for a speech. Collaborate with peers for feedback. Determine relevant search terms when using a search engine. Develop a thesis. Identify appropriate research materials or sources. Respond to peers' questions and comments. Use a pre-writing planning document to organize ideas and information.
Module 2: Voices and Viewpoints Lesson 2.10: Gather the Evidence	W.8.8	Take notes by summarizing and paraphrasing. Capitalize direct quotations correctly. Create a Works Cited page. Describe the consequences of plagiarism. Identify examples and non-examples of plagiarism. Distinguish between direct and indirect quotations. Use quotation marks correctly in direct quotations.
Module 2: Voices and Viewpoints Lesson 2.11: Organize and Outline	L.8.4a, L.8.4c, L.8.4d RI.8.4	Create sentences with parallel structures. Deliver an original speech that ends with a conclusion that restates the main points. Identify reference materials - dictionary, glossary, thesaurus- and determine situations when each is most useful. Make an outline. Organize the information according to subtopic. Use a dictionary to check accuracy of preliminary determination of word meaning. Use an appropriate voice, tone, and style for the purpose and audience. Use commas and end marks correctly in direct quotations. Use rhetorical devices such as parallel structure, refrain, imagery, figurative language, allusion, repetition, quotation, or first-person plural mode of address. Write a well-organized speech for a specific purpose and audience.
Module 2: Voices and Viewpoints Lesson 2.12: Get Ready to Speak!	SL.8.1a, SL.8.1c, SL.8.1d W.8.2d	Collaborate with others to develop an oral presentation. Practice a speech aloud. Revise a speech. Use a dictionary to identify alternate word meanings. Use appropriate reference materials to check a word's meaning, pronunciation, syllabication, and part of speech. Write sentences with clear antecedents and pronouns that agree.
Module 2: Voices and Viewpoints Lesson 2.13: Deliver Your Speech	L.8.4b, L.8.4d SL.8.4, SL.8.6	Deliver an original speech of approximately two to three minutes. Deliver an original speech that includes points that support the thesis. Deliver an original speech that uses rhetorical devices such as parallel structure, refrain, imagery, figurative language, allusion, repetition, quotation, or first-person plural mode of address. Deliver an original speech using tone, pace, and emphasis effectively. Deliver an original speech with an introduction that includes a thesis and captures the audience's attention. Deliver an original speech, maintaining eye contact and good posture. Identify word origins and derivation by using appropriate reference materials. Use reference materials to determine a word's etymology.
Module 2: Voices and Viewpoints Lesson 2.14: The Influence of Media	SL.8.2, SL8.3 L.8.2	Analyze the purpose in diverse media and formats. Use the correct possessive forms of personal and indefinite pronouns. Use apostrophes to show possession (joint and separate ownership). Explain how the media can influence beliefs, behaviors, and interpretations of information. Evaluate whether the motive of media presentation is social, commercial, or political. Evaluate informative techniques in nonprint media: television, radio, video, Internet.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 2: Voices and ViewpointsLesson 2.15: Creating a Viewpoint	SL.8.1c, SL.8.1d, SL.8.2 RI.8.7	Assess the techniques used by media when focusing attention on events. Assess the role of media in creating a viewpoint or opinion regarding an issue. Actively participate in the group discussion as a leader, a supporting member, and/or as a oppositional member. Evaluate the role of media in focusing attention on events. Compare the effectiveness of different mediums to present a specific idea or topic, e.g. print or digital text, video, multimedia, sound, etc.
Module 2: Voices and Viewpoints Lesson 2.16: Each of Us Has a Voice	SL.8.4, SL.8.5, SL.8.6	Create a digital media presentation with text, graphics, images, and sound. Design the visuals of the presentation adhering to purpose, audience, and task. Identify the audience. Deliver the presentation.
Module 2: Voices and Viewpoints Lesson 2.17: Module Review Lesson 2.18: Module Exam	L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10 W.8.2, W.8.2.a-f, W.8.9, W.8.9a-b, W.8.10	Voices and Viewpoints Unit Assessment measures knowledge of the following concepts in this module. Identify and interpret the use of figurative language. Respond to question prompts; compare and contrast the purpose of various poetic forms, e.g. sonnet, narrative, free verse. Identify and interpret allusion and symbolism. Recognize author's purpose and devices use to accomplish it, including author's language, organization, and structure. Analyze the purpose in diverse media and formats. Evaluate the soundness of reasoning and evidence. Describe characters by speech, action, or interaction with others. Use a dictionary to check accuracy of preliminary determination of word meaning. Distinguish between correct and incorrect use of personal pronouns as predicate nominatives in sentences. Identify objective case pronouns as direct objects, indirect objects, or objects of prepositions in sentences. Identify the use of who and its related forms in sentences.
Module 3: Perspectives in History Lesson 3.01: Perspectives in History	RI.8.4, RI.8.5, RI.8.6 SL.8.1, SL.8.1a-d W.8.4	Analyze explicit meaning of text. Identify point of view. Participate democratically in online discussions in order to foster a team atmosphere, respecting the contributions of fellow team members. Recognize characteristics of autobiography. Recognize how point of view affect literature. Respond in writing to questions as part of a discussion. Use knowledge of text structures to increase comprehension.
Module 3: Perspectives in History Lesson 3.02: Multiple Personalities	L.8.4a, L.8.4c, L.8.5c RI.8.1, RI.8.3, RI.8.4, RI.8.6	Compare and contrast individuals, events, or ideas in an informational text. Demonstrate comprehension of text. Identify key individuals, events, or ideas in an informational text. Interpret connotations. Use context clues to determine meaning of connotative language in informational text.
Module 3: Perspectives in History Lesson 3.03: Fear and Uncertainty	L.8.4a, L.8.4d RI.8.1, RI.8.3, RI.8.4, RI.8.6 SL.8.1c, SL.8.1.d	Analyze how text structure affects meaning. Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members. Recognize authors attitude or tone. Select appropriate evidence from a text in preparation for a discussion. Use context clues to determine the meaning of ambiguous words or words with novel meanings.
Module 3: Perspectives in History Lesson 3.04: Family Ties	L.8.4a, L.8.4d RI.8.1, RI.8.4, RI.8.6	Determine how a paragraph develops a key concept in an informational text. Identify and ask questions that clarify various viewpoints in narrative nonfiction. Identify and interpret motif. Identify character traits and motivations. Recognize authors attitude or tone. Use context clues to check accuracy of preliminary determination of word meaning.
Module 3: Perspectives in History Lesson 3.05: Growing Up	L.8.1a RI.8.1, RI.8.3, RI.8.4	Analyze how specific word choice creates meaning and tone. Distinguish between participles and verbs in sentences. Identify the words participles and participial phrases modify in sentences. Make inferences and draw conclusion using textual evidence as support. Recognize correct punctuation of participial phrases. Recognize use of language to convey mood.

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Module 3: Perspectives in History Lesson 3.06: New Experiences	RI.8.1, RI.8.3, RI.8.4 L.8.1a,	Identify analogies. Identify the use of gerunds in a sentence. Distinguish between gerunds and participles in sentences. Use analogies or categories to make connections and distinctions among or between individuals, events, or ideas in a text.
Module 3: Perspectives in History Lesson 3.07: Danger Breaks In	L.8.1a RL.8.2 RI.8.2 3 W.8.4, W.8.5, W.8.9, W.8.9.b	Demonstrate comprehension of text. Respond to question prompts; describe characters based on speech, actions, or interactions with others. Examine views of others and revise own views if warranted. Identify the use of gerund phrases in sentences. Recognize the effect of setting or culture on a literary work. Use technology to collaborate with a peer to strengthen writing.
Module 3: Perspectives in History Lesson 3.08: Hope for the Future	L.8.1a RL.8.2, RL.8.3, RL.8.6	Demonstrate knowledge of authors, characters, and events in works of literature. Identify and explain conflicting viewpoints or interpretations on the same topic. Identify the use of infinitives and infinitive phrases in sentences.
Module 3: Perspectives in History Lesson 3.09: No Longer a Little Girl	RI.8.1, RI.8.5 L.8.1, L.8.2 W.8.2a-f, W.8.4, W.8.5, W.8.6,	Determine a thesis statement. Distinguish between correctly placed and misplaced or dangling modifiers. Distinguish relevant from extraneous information. Organize a compare and contrast essay by using either the point-by-point or the block method. Provide examples and evidence from the selection to support the thesis. Respond to peers' post by acknowledging new information. Write a compare and contrast essay that has an appropriate topic for a compare and contrast essay. Use technology to collaborate with a peer to strengthen writing.
Module 3: Perspectives in History Lesson 3.10: Compare and Contrast	L.8.2 W.8.2, W.8.2.a-e, W.8.4,W.8.5, W.8.6, W.8.10	Edit for effective transitions that reflect the organizational structure. Revise drafts to ensure coherence and unity. Use technology in the writing process. Write a compare and contrast essay that has an appropriate topic for a compare and contrast essay. Write sentences with correctly placed modifiers.
Module 3: Perspectives in History Lesson 3.11: After the Capture	L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.10 SL.8.1, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.6 W.8.1, W.8.1.a-e, W.8.9, W.8.9.b, W.8.10	Analyze two texts on the same topic. Contrast two or more text on the same topic to analyze how different authors achieve different or similar purposes. Distinguish between fact and opinion. Identify evidence from informational texts that develops the author's purpose. Identify gerunds and gerund phrases, infinitives and infinitive phrases, and participles and participial phrases and their uses in sentences. Identify and the words they modify in sentences. Make inferences and draw conclusions supported by evidence from informational texts about author's purpose in contemporary texts. Respond to others' posts respectfully and productively when agreeing or disagreeing.
Module 3: Perspectives in History Lesson 3.12: Fleeing Germany	RI.8.1, RI.8.3, RI.8.6 RL.8.5 W.8.4 L.8.2a	Explain author's purpose using textual evidence. Make inferences and draw conclusions supported by evidence from informational texts about author's purpose in historical or cultural texts. Synthesize logical connections between ideas within text and across multiple texts of similar or different genres. Use commas to separate certain adjectives before nouns. Use commas to separate items in a series. Using evidence from the text(s), make logical connections between ideas within text and across multiple texts of similar or different genres.
Module 3: Perspectives in History Lesson 3.13: War Comes to the U.S.	L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.10 W.8.1, W.8.1.a-e, W.8.9, W.8.9.b, W.8.10	Analyze how textual evidence such facts, details, and examples communicate the central or main idea. Assess for accuracy a summary of an original text focusing on main idea, details, and meaning. Identify how two or more texts on the same topic facts or interpretations disagree. Identify the main or central idea in informational text. Summarize text to include supporting details and the relationships between ideas while maintaining meaning. Respond to others' posts respectfully and productively when agreeing or disagreeing.

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Use commas after certain introductory elements and before the coordinating conjunctions that join the parts of compound sentences. Use commas to enclose nouns of direct address.
Module 3: Perspectives in History Lesson 3.14: Fear and Prejudice	L.8.2a RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7 W.8.4, W.8.5, W.8.6, W.8.10 SL.8.1	Analyze an author's effectiveness in an informational text. Evaluate the effectiveness of graphics in clearly communicating meaning or achieving a specific purpose. Identify examples of inferential meaning and implied information in informational text. Summarize text to include supporting details and the relationships between ideas while maintaining meaning. Use commas to enclose parenthetical expressions, to set off appositives in sentences, and to set off nonessential participial phrases and nonessential clauses in sentences. Use technology to gather feedback from others to strengthen writing.
Module 3: Perspectives in History Lesson 3.15: Aspects of World War II	W.8.6, W.8.7, W.8.8	Choose a topic. Create a Works Cited page. Examine discussions, background reading, personal interests, and interviews to research a writing topic. Incorporate facts, definitions, quotations or other information and examples. Use technology, including the Internet, to produce and publish writing. Use vocabulary specific to the topic or concept. Write an introduction that clearly states the purpose or topic and previews the rest of the paper.
Module 3: Perspectives in History Lesson 3.16: Webquest	L.8.1a-d RI.8.6, RI.8.7, RI.8.9 SL.8.5 W.8.6	Participate in an online webquest reviewing and analyzing multiple perspectives on a topic. Create digital presentations that effectively communicate ideas or solutions. Distinguish among the three kinds of verbals and verbal phrases. Identify verbals and verbal phrases in sentences. Use formatting, graphics, or multimedia to demonstrate reinforce or extend textual content.
Module 3: Perspectives in History Lesson 3.17: Module Review Lesson 3.18: Module Exam	RI.8.2, RI.8.4, RI.8.5, RI.8.6 W.8.2, W.8.2.a-f, W.8.4, W.8.9, W.8.9.b, W.8.10	Recognize characteristics of autobiography. Recognize how point of view affect literature. Recognize the effect of setting or culture on a literary work. Describe characters based on speech, actions, or interactions with others. Recognize authors attitude or tone. Identify and explain conflicting viewpoints or interpretations on the same topic. Compare and contrast individuals, events, or ideas in an informational text. Summarize text to include supporting details and the relationships between ideas while maintaining meaning. Use context clues to determine meaning of connotative language in informational text. Determine how a paragraph develops a key concept in an informational text. Determine a thesis statement.
Module 4: Story Time Lesson 4.01: Story Time	RL.8.2, RL.8.5 SL.8.1, SL.8.1c W.8.4	Compare and contrast a variety of perspectives presented in a discussion. Identify climax. Identify conflict and resolution. Identify defining characteristics of a short story. Identify elements of a short story. Identify theme. Participate in online group discussions utilizing specific information from research or text. Respond to others' posts respectfully and productively when agreeing or disagreeing.
Module 4: Story Time Lesson 4.02: Literature Study	RL.8.1, RL.8.4, RL.8.6, RL.8.9 W.8.2, W.8.4	Analyze how the author's use of third-person limited point of view shapes a literary work. Compare a theme, pattern of events, or character type from a myth, traditional story, or religious work such as the Bible to a modern day work of fiction. Describe how a contemporary work of fiction creates an original theme, character type, or pattern of events when drawing on a myth, traditional story, or religious work such as the Bible. Use synonyms and antonyms to determine the meaning of an unknown word. Using evidence from the text, analyze how an author uses metaphor to create meaning in a piece of literature or poetry.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 4: Story Time Lesson 4.03: The Courage of Conviction	RL.8.2, RL.8.4, RL.8.6 W.8.4 SL.8.1a	Answer explicit and inferential questions to demonstrate comprehension of a variety of literature. Complete analogies that describe a function or its description (e. Identify analogies. Identify and interpret figurative language. Identify theme. Participate in group discussions utilizing specific information from research or text. Recognize the effect point of view has on literature. Recognize use of dialect.
Module 4: Story Time Lesson 4.04: Man Versus Nature	RL.8.1, RL.8.2, RL.8.3, RL.8.4 W.8.2, W.8.4	Describe characters based on speech, actions, or interactions with others through use of textual evidence. Determine how setting contributes to theme based on textual evidence. Explain the contributions of a character to central conflict or story line in a literary work. Utilize analogies based on relationships such as cause/effect, part/whole, item/category to infer word meaning.
Module 4: Story Time Lesson 4.05: Different Approaches	RL.8.5	Compare and contrast the structure of two or more texts. Compare and contrast two or more author's styles. Compare two or more texts to analyze how differing structures of each contributes to its meaning and style. Identify the structures of literary text.
Module 4: Story Time Lesson 4.06: A Life of Adventure?	RL.8.4, RL.8.5, RL.8.6	Compare and contrast author's use of dialogue in two or more texts. Compare and contrast third person limited and third person omniscient point of view. Identify point of view. Recognize how point of view affects literature. Recognize use of language to convey mood.
Module 4: Story Time Lesson 4.07: The Importance of Belief	RL.8.1, RL.8.2, RL.8.4, RL.8.6 W.8.2, W.8.4, W.8.10	Analyze how conflict and resolution develop the plot or meaning. Analyze how the author's use of third-person omniscient point of view shapes a literary work. Respond to question prompts; compare and contrast a variety of perspectives presented in a discussion. Draw conclusions and make inferences of implied information using textual support as evidence. Identify and explain use of irony. Recognize how point of view affects literature. Use vocabulary to make meaning of sentences, paragraphs and longer passages of text. Respond to others' posts respectfully and productively when agreeing or disagreeing.
Module 4: Story Time Lesson 4.08: The Writer's Craft	RL.8.1, RL.8.4, RL.8.5 W.8.2, W.8.4 L.8.1d	Explain how point of view and tone are related in a literary work. Identify genres of a variety of fictional literature. Identify passages or qualities of a text that are representative of the text's genre. Identify verb tense. Use the correct verb tense in a sentence. Using evidence from the text, analyze how an author uses tone and mood to create meaning in a piece of literature.
Module 4: Story Time Lesson 4.09: Creating Horror	RL.8.1, RL.8.2, RL.8.4, RL.8.6 L.8.1d, L.8.5c	Analyze how an incident in a story provokes a decision. Analyze how the author's use of point of view shapes a literary work. Determine connotative meaning based on a word or phrase's use in text. Identify progressive verb forms. Recognize and correct verb tense shifts in sentences. Use evidence from the text to analyze how dramatic irony creates humor or suspense. Using evidence from the text, determine how specific word choices convey meaning.
Module 4: Story Time Lesson 4.10: Everyone Likes a Lottery	L.8.1c, L.8.1d, L.8.3a RL.8.2, RL.8.2, RL.8.6	Analyze how a line of dialogue in a story moves the plot forward or provokes a decision. Form and use verbs in the indicative, imperative, interrogative, (conditional, and subjunctive mood). Identify and interpret use of suspense. Pose critical thinking questions as part of a discussion. Respond to peers' questions and comments. Trace the plot in a literary selection to explain how characters and events contribute to the development of theme. Use an incident from a story to demonstrate development of plot.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 4: Story Time Lesson 4.11: Two Ways of Seeing	RL.8.7 L.8.1c, L.8.3a	Compare and contrast the plot of the text of a story or drama with the plot of a film version. Evaluate the choice of costumes, set, actors in the film or live version in comparison to the text version. Form and use verbs in the (indicative, imperative, interrogative,) conditional, and subjunctive mood. Use verbs in the conditional and subjunctive mood to achieve particular effects.
Module 4: Story Time Lesson 4.12: A Difficult Choice	L.8.5.a RL.8.5, RL.8.6 SL.8.1, SL.8.1b-c W.8.5	Actively participate in the group discussion as a leader, a supporting member, and/or as a oppositional member. Respond to others' posts respectfully and productively when agreeing or disagreeing. Distinguish between active voice and passive voice verbs in sentences. Identify symmetrical plot. Identify verbal irony. Recognize the voice of verbs. Use feedback from others to plan, draft, or revise writing.
Module 4: Story Time Lesson 4.13: Your Own Short Story	W.8.3a, W.8.3b, W.8.3d	Develop a narrator and/or characters. Identify various prewriting strategies - brainstorming, cluster/web, listing . Plan the beginning, middle, and end. Recognize and correct inappropriate shifts in verb mood and in verb voice. Write a short story or personal narrative with a clear focus, plot, and point of view.
Module 4: Story Time Lesson 4.14: Details and Dialogue	W.8.3a, W.8.3B, W.8.3c, W.8.3c, W.8.4 L.8.1b, L.8.1d, L.8.3a	Maintain a consistent point of view. Paragraph dialogue correctly. Punctuate and capitalize dialogue correctly. Use a variety of narrative techniques like dialogue, pacing, description. Use sensory language to describe experiences, events, setting, and/or characters in a story. Use verbs in the active voice to emphasize actor or decisiveness. Use verbs in the passive voice to emphasize the action, not the actor. Use words, phrases, or clauses that indicate a shift in setting or time.
Module 4: Story TimeLesson 4.15: Draft a Story	L.8.1b, L.8.1d, L.8.3a W.8.3a, W.8.3b, W.8.3d	Develop details with descriptive language. Respond with details to questions as part of a discussion. Use dialogue to reveal character and to move the plot forward. Use feedback from others to plan, draft, or revise writing.
Module 4: Story Time Lesson 4.16: The Final Product	L.8.1b-c W.8.3, W.8.3.a-e, W.8.5	Edit for consistent use of point of view and consistent verb tense. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Use verbs in the conditional and subjunctive mood to achieve particular effects. Write a short story or personal narrative with a clear focus, plot, and point of view.
Module 4: Story Time Lesson 4.17: Module Review Lesson 4.18: Module Exam	L.8.1, L.8.1a-d, L.8.2, L.8.2a, c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10 W.8.2, W.8.2.a-f, W.8.9, W.8.9a-b, W.8.10	Story Time Unit Assessment measures knowledge of the following concepts in this module. Analyze how the author's use of third-person limited point of view shapes a literary work. Compare a theme, pattern of events, or character type from a myth, traditional story, or religious work such as the Bible to a modern day work of fiction. Trace the plot in a literary selection to explain how characters and events contribute to the development of theme. Describe characters based on speech, actions, or interactions with others through use of textual evidence. Respond to question prompts. Compare two or more texts to analyze how differing structures of each contributes to its meaning. Compare and contrast third person limited and third person omniscient point of view. Explain how point of view and tone are related in a literary work. Identify and explain use of irony. Use synonyms and antonyms to determine the meaning of an unknown word.
Module 5: The Source of Information Lesson 5.01: The Source of Information	RI.8.1, RI.8.2, RI.8.5, RI.8.8 W.8.2	Analyze details in an informational text for relevance and accuracy. Describe the purpose and use of information from a procedural text or document. Identify defining characteristics of text. Identify main idea. Identify textual evidence that supports explicit meaning.

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Module 5: The Source of Information Lesson 5.02: Follow the Procedure	L.8.1, L.8.3 RI.8.6, RI.8.8 SL.8.4, SL.8.6	Determine the purpose in the sequence of information in an informational text. Distinguish relevant from extraneous information. Examine text for missing or extraneous information in multi-step directions or legends for diagrams. Follow multi-step oral instructions to complete a task, answer question, or solve a problem. Give logical and sequential oral instructions for a multi-step task, to answer questions, or solve a problem. Use the correct form of comparison of adjectives (and adverbs) in sentences.
Module 5: The Source of Information Lesson 5.03: Choose a Procedure Lesson 5.04: Get It Together	L.8.1, L.8.3 RI.8.5, RI.8.8 W.8.2, W.8.2b, W.8.4	Choose a topic. Choose an appropriate pattern of organization. Identify a specific audience for a procedural or work-related text. Use the correct form of comparison of adjectives (and adverbs) in sentences. Write a procedural or work-related text directed toward a specific audience. Distinguish relevant from extraneous information. Identify adjective phrases and the words they modify in sentences. Identify prepositional phrases in sentences. Include all information necessary to complete a task or process. Write a how-to essay using second-person point of view. Write a thesis statement.
Module 5: The Source of InformationLesson 5.05: Create a Procedure Lesson 5.06: Show and Tell	W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2f	Use complete sentences and correct capitalization, usage, punctuation, and spelling. Use relevant vocabulary correctly. Use transitions appropriate to the pattern of organization. Write a concluding paragraph that summarizes main ideas or major points. Write a how-to essay using second-person point of view. Write a procedural or work-related text directed toward a specific audience. Include multimedia and visual displays to enhance the presentation.
Module 5: The Source of Information Lesson 5.07: Technical Texts	L.8.1, L.8.1a-d, L.8.2, L.8.2a, L.8.2c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6 W.8.2, W.8.2.a-f, W.8.9, W.8.9.b, W.8.10	Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Evaluate the effectiveness of graphics in clearly communicating meaning or achieving a specific purpose. Identify defining characteristics of text. Predict content using titles, headings, images, and organization of text. Recognize organizational patterns to form an overview of text. Use the correct form of comparison of (adjectives and) adverbs in sentences.
Module 5: The Source of Information Lesson 5.08: Using Diagrams	L.8.4a RI.8.4, RI.8.8	Analyze how text structure affects meaning. Apply vocabulary and definitions to better understand longer and more complex passages of text. Examine text for missing or extraneous information in multi-step directions or legends for diagrams. Explain author's purpose using textual evidence. Identify evidence from informational texts that develops the author's purpose. Identify words, phrases, and context from informational text to determine meanings of technical terms. Use the correct form of comparison of (adjectives and) adverbs in sentences.
Module 5: The Source of Information Lesson 5.09: Manuals	RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.9	Determine the purpose in the sequence of information in an informational text. Identify defining characteristics of text. Identify logical and illogical comparisons. Identify words, phrases, and context from informational text to determine meanings of technical terms. Recognize author's attitude or tone. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Use other and else correctly in comparisons.
Module 5: The Source of InformationLesson 5.10: Brochures	RI.8.1, RI.8.5, RI.8.6, RI.8.7 W.8.8 L.8.1, L.8.3 SL.8.1, SL.8.1a,c	Analyze how graphic elements such as titles, headings, and layout impact meaning. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Use good and well correctly in sentences. Identify the source of texts. Use knowledge of text structures to increase comprehension. Use negative words correctly in sentences.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Use textual evidence to draw conclusions about the structure of informational texts.
Module 5: The Source of Information Lesson 5.11: Technical Writing Lesson 5.12: Writing Workshop Lesson 5.13: Expository Texts	L.8.2, L.8.2c, L.8.3 RI.8.1 SL.8.5 W.8.2, W.8.2d	Determine audience. Identify adverb phrases and the words they modify in sentences. Identify prepositional phrases in sentences. Include multimedia and visual displays to enhance the presentation. Include specific facts, examples, or instructions in a procedural or work-related text. Punctuate adverb phrases correctly. Use language appropriate for the audience. Write a procedural or work-related text. Choose a format for publishing a report. Identify misplaced modifiers in sentences. Identify print and electronic resources to determine and correct spelling. Use complete sentences and correct capitalization, usage, punctuation, and spelling. Use spelling rules to improve spelling - e.g., i before e, words ending in a vowel and y, final e before a suffix, when to double when adding a suffix, pluralization rules.
Module 5: The Source of Information Lesson 5.14: It's All in How You Say It	L.8.2 SL.8.1c, SL.8.2, SL.8.3, SL.8.4, SL.8.6 W.8.2, W.8.4	Identify appropriate content for a variety of business letters, e.g. inquiry, complaint, recommendation. Determine the correct level of formality for a business letter. Determine the correct level of formality for successful participation in various digital venues, etc. Determine the correct tone for successful participation in various digital venues. Respond to others' posts respectfully and productively when agreeing or disagreeing. Use colons correctly with lists in sentences. Use semicolons between items in a series if the items themselves contain commas.
Module 5: The Source of Information Lesson 5.16: Module Review Lesson 5.17: Module Exam	L.8.1, L.8.1a-d, L.8.2, L.8.2a, L.8.2c, L.8.3, L.8.3a, L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c, L.8.6 RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.10 W.8.2, W.8.2.a-f, W.8.9, W.8.9b, W.8.10	The Source of Information Unit Assessment measures knowledge of the following concepts in this module. Analyze details in an informational text for relevance and accuracy. Distinguish relevant from extraneous information Analyze how text structure affects meaning. Apply vocabulary and definitions to better understand longer and more complex passages of text. Respond to question prompts. Explain author's purpose using textual evidence.