

# 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-LA8B	Grade Level	8
Course Name	WOL-English 8B	# 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#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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</i> , <i>recede</i> , <i>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</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>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.

**WYOMING CONTENT AND PERFORMANCE STANDARDS**

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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.8.8	(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 <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.8.1	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.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
W.8.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2.a	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.8.2.b	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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
Module 1: The Power of Poetry Lesson 1.01: The Power of Poetry	L.8.4b, L.8.5a RL.8.2, RL.8.5, RL.8.10	Define and use words with Greek and Latin roots. Identify and interpret figures of speech. Use examples from the text to demonstrate how lines or stanzas of poems contribute to theme or meaning. Compare and contrast literary selections. Explain the effect of an extended metaphor in a text. Identify characteristics of free verse poetry. Recognize motifs. Use Tier 2 and Tier 3 vocabulary words correctly.
Module 1: The Power of Poetry Lesson 1.02: The Test of Time	L.8.4b, L.8.5a RL.8.4, RL.8.10	Define and use words with Greek and Latin roots. Distinguish between independent and subordinate clauses in sentences. Identify and interpret symbolism. Identify and interpret the use of irony. Identify point of view. Identify the characteristics of a sonnet. Recognize the effect point of view has on literature.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 1: The Power of Poetry Lesson 1.03: Passionate Language	L.8.4b, L.8.5a RL.8.4, RL.8.10	Define and use words with Greek and Latin roots. Identify adjective clauses in sentences. Identify and interpret the use of imagery. Identify prefixes and suffixes and how they change the meaning of root words. Identify various forms of poetry. Identify and interpret puns. Identify the word the adjective clause modifies. Identify theme. Recognize use of language to convey mood.
Module 1: The Power of Poetry Lesson 1.04: Do or Die	L.8.4b, L.8.5a RL.8.1, RL.8.2, RL.8.4, RL.8.5 L.8.1	Define and use words with Greek and Latin roots. Determine the theme of a text. Identify and interpret figurative language. Identify and interpret the use of imagery. Identify the function of a relative pronoun in a sentence. Recognize correct use of relative pronouns in relative clauses. Use structural analysis of roots and affixes to determine the meaning of an unknown word. Using evidence from the text, make inferences and draw conclusions about how sensory language create imagery.
Module 1: The Power of Poetry Lesson 1.05: Ravages of War	RL.8.1, RL.8.2, RL.8.4, RL.8.5 L.8.1, L.8.2	Determine the theme of a text. Identify and interpret allusions. Identify characteristics of narrative poetry. Identify rhyme scheme. Recognize misplaced adjective clauses in sentences. Recognize the correct punctuation of sentences with adjective clauses. Identify and interpret the use of irony. Use textual evidence to compare and contrast similar themes or topics of texts in different forms or genres. Using evidence from the text, analyze how language conveys tone.
Module 1: The Power of Poetry Lesson 1.06: You Are the Poet	L.8.1, L.8.1c, L.8.3, L.8.3a, L.8.5 RL.8.5 W.8.3, W.8.10	Compare and contrast author's use of form, rhyme, and rhythm in two or more texts. Use poetic techniques such as rhyme scheme and meter. Use figurative language to convey experiences and create emotion. Use the subjunctive mood to express a state contrary to fact - what would have happened, what would happen, or what you wished happened. Write poetry in various forms.
Module 1: The Power of Poetry Lesson 1.07: Daring and Dauntless	L.8.4b RL.8.1, RL.8.2, RL.8.3, RL.8.5	Define and use words with Latin roots. Demonstrate knowledge of authors, characters, and events in works of literature. Identify characteristics of narrative poetry. Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action. Use evidence from the text; analyze how character's actions influence the resolution of the central conflict.
Module 1: The Power of Poetry Lesson 1.08: Nevermore	L.8.5a RL.8.4	Identify and interpret allusions. Identify and interpret the use of alliteration. Identify internal rhyme. Identify refrain. Recognize the effect of setting or culture on a literary work.
Module 1: The Power of Poetry Lesson 1.09: Love Lost	RL.8.4, RL.8.5	Compare and contrast author's use of voice in two or more texts. Using evidence from the text, analyze how an author uses tone and mood to create meaning in a piece of literature. Identify internal rhyme, alliteration, and rhythm. Recognize how sound contributes to the poems.
Module 1: The Power of Poetry Lesson 1.10: Wandering	RL.8.4	Identify and interpret symbolism and the use of figurative language. Recognize the effect of setting or culture on a literary work.
Module 1: The Power of Poetry Lesson 1.11: A Narrative Poem	RL.8.3, RL.8.4 W.8.3, W.8.10	Develop a clear sequence of events and smooth navigation through the events in a narrative essay or story or poem. Recognize and use language that appeals to the senses. Use figurative language to convey experiences and create emotion. Use the conditional mood to express uncertainty - if, would, could. Write poetry in various forms.
Module 1: The Power of Poetry Lesson 1.12: Writing About Theme	RL.8.1, RL.8.2 SL.8.1 W.8.2, W.8.2.a-e	Infer meaning and themes of poems, using passages from the poems as evidence. Write an essay that analyzes the theme of a poem. Write an introduction that includes a thesis about the theme of the poem. Write a conclusion that summarizes the theme. Participate in collaborative discussions in an online format where you respond to a prompt.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 1: The Power of Poetry Lesson 1.13: Choose Your Poem	L.8.2, L.8.2a, L.8.2b RL.8.2 W.8.5	Choose a pattern of organization. Find and note evidence to support theme. Choose a poem and determine its theme. Use an ellipsis to show a pause or an omission.
Module 1: The Power of Poetry Lesson 1.14: Draft Your Analysis	W.8.2a, W.8.2b W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.8, W.8.9a	Use a voice, tone, and style appropriate to the topic and audience. Write an essay that analyzes the theme of a poem. Use paraphrases, examples, and quotations from the poem as evidence to support the interpretation of theme. Identify the correct use of brackets. Use parentheses to enclose information not closely related to the meaning of the sentences.
Module 1: The Power of Poetry Lesson 1.15: Voice and Tone	L.8.2a W.8.2, W.8.2c, W.8.5	Use dashes to set off an abrupt change in thought. Use dashes to set off an appositive that begins with an introductory phrase. Use dashes to show a pause or break. Use transitions as necessary. Write an essay that analyzes the theme of a poem.
Module 1: The Power of Poetry Lesson 1.16: Create the Final Product	L.8.1b, L.8.2a-b, L.8.3 RL.8.2 W.8.2, W.8.4,W.8.5	Identify adjective clauses and the words they modify. Recognize correct use of relative pronouns in relative clauses. Revise for voice and language specific to the audience, purpose, or genre. Use an ellipsis to show a pause or an omission. Use consistent verb tenses in sentences. Use dashes and parentheses correctly. Write an essay that analyzes the theme of a poem.
Module 1: The Power of Poetry 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 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, W.8.10	The Power of Poetry Unit Assessment measures knowledge of the following concepts in this module. Compare and contrast literary selections. Compare and contrast author's use of voice in two or more texts. Analyze how characters' actions influence the resolution of the central conflict. Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action. Identify characteristics of free verse poetry and a sonnet. Identify and interpret symbolism, imagery, allusions, and irony. Use Tier 2 and Tier 3 vocabulary words correctly. Define and use words with Greek and Latin roots. Distinguish between independent and subordinate clauses in sentences Use structural analysis of roots and affixes to determine the meaning of an unknown word. Identify adjective clauses in sentences.
Module 2: Purposeful Persuasion Lesson 2.01: Purposeful Persuasion	W.8.1, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.5	Write a persuasive essay with a clear introduction that includes a hook and a strong thesis statement. Express a clearly stated claim. Use an appropriate pattern of organization and transitions to connect ideas. Determine evidence that supports each reason. Organize reasons logically to support claim. Use Tier 2 and Tier 3 vocabulary words correctly. Write a conclusion that supports the thesis.
Module 2: Purposeful Persuasion Lesson 2.02: Persuasive Speaking	RI.8.1, RI.8.5, RI.8.6, RI.8.8	Make inferences and draw conclusions from a persuasive text citing examples from the text. Identify evidence from informational texts that develops the author's viewpoint. Make inferences and draw complex conclusions about the ideas and organizational patterns in expository text. Evaluate the logic of author's inferences. Examine how an author acknowledges and responds to conflicting evidence.
Module 2: Purposeful Persuasion Lesson 2.03: Persuasive Media Lesson 2.04: More Persuasive Media	RI.8.7, RI.8.9 L.8.1 SL.8.2	Compare the intent of media with its factual content. Evaluate persuasive techniques in nonprint media: television, radio, video, Internet. Identify how visual images communicate a viewpoint. Distinguish between independent and subordinate clauses in sentences. Evaluate how text, graphics, and sound create and convey meaning.
Module 2: Purposeful Persuasion Lesson 2.05: Creative Genius	W.8.6 SL.8.4, SL.8.5 L.8.1	Design a media message that reveals a greater theme or expresses new understanding. Maintain a consistent tone that is appropriate to the audience and topic. Identify the word that an adjective or adverb clause modifies.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 2: Purposeful Persuasion Lesson 2.06: The Great Debate	L.8.2, L.8.2c RI.8.6, RI.8.8, RI.8.9	Analyze the evidence presented in two persuasive texts that reach different conclusions about the same topic or issue. Use textual evidence to compare and contrast persuasive texts that reach different conclusions about the same issue or topic. Identify irrelevant information. Differentiate fact and opinion. Evaluate the logic of author's inferences Demonstrate the use of spelling patterns to help with spelling of other words in the word family. Identify spelling patterns. Identify sentences as simple, compound, complex, or compound- complex. Recognize correctly punctuated compound sentences.
Module 2: Purposeful Persuasion Lesson 2.07: What's in a Speech?	RI.8.8 SL.8.1, SL.8.2 W.8.1 L.8.1	Participate in collaborative discussions in an online format in response to a prompt. Write arguments to support claims. Analyze the effect of stylistic techniques such as aphorisms, anaphora, or epigraphs in speeches. Differentiate facts from common assertions and opinions. Take notes from an oral presentation. Identify subordinating conjunctions - e.g., while, because, although, if, since. Distinguish main and subordinate clauses in a complex sentence.
Module 2: Purposeful Persuasion Lesson 2.08: What Is an Argument?	RI.8.1, RI.8.2, RI.8.8 W.8.7	Analyze support for author's claim using textual evidence. Determine relevance of evidence. Evaluate whether claims are supported with sufficient reasons and evidence. Evaluate whether reasoning is sound. Identify claims. Use examples from the text to evaluate the main argument. Use feedback from others to determine possible research questions.
Module 2: Purposeful Persuasion Lesson 2.09: Choose a Topic Lesson 2.10: Gather More Information Lesson 2.11: Conduct an Interview	RI.8.1, RI.8.2 SL.8.1, SL.8.1a-d, SL.8.2 W.8.1, W.8.1.a-c, W.8.4	Choose a topic for writing an argument. Gather information about the topic chosen for writing an argument. Evaluate the advantages and disadvantages of using different media to present a report. Formulate open ended research questions. Identify characteristics of credible sources. Investigate possible topics for writing an argument. Select credible sources that provide evidence relevant to the topic. Use primary and secondary sources. Incorporate text and media to support claims. Evaluate the research question and the research plan throughout the process, as they relate to information collected to determine whether the direction of the research needs revision. Summarize, paraphrase and collect quotes from the various sources, while following citation guidelines to record source information. Accurately record interviewee's responses. Create and ask relevant questions for an interview. Evaluate interview for effectiveness: focus of questions, type of questions, follow-up questions. Organize information and publish interview.
Module 2: Purposeful Persuasion Lesson 2.12: Rhetorical and Logical Fallacies Lesson 2.13: Planning and Organizing	W.8.1a	Identify logical and emotional appeals. Identify rhetorical and logical fallacies e.g loaded terms, caricatures (straw man), leading questions, false assumptions, and incorrect premises in persuasive texts. Recognize opposing views. Recognize the effect of logical fallacies and emotional appeals. Identify concessions or refutations to counterclaims. Identify misconceptions, bias, viewpoint, or conflicting information in synthesized information. Incorporate counterclaims to strengthen argument. Organize information by theme to see connections to larger themes or ideas. Write a thesis statement for an argument.
Module 2: Purposeful Persuasion Lesson 2.14: Draft It	RI.8.1 W.8.1, W.8.1.a-e, W.8.9, W.8.9.b, W.8.10	Identify and incorporate specific facts, details, and examples from credible sources. Support conclusions with evidence. Use a variety of sentence structures to clarify relationships and create cohesion. Use rhetorical devices by appealing to emotion, reason, or ethics. Write a persuasive piece that presents an argument supported by sound

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		reasoning and sufficient evidence. Work collaboratively to establish ground rules for a group to work together Incorporate interview quotations as supporting evidence.
Module 2: Purposeful Persuasion Lesson 2.15: Revise and Finalize	W.8.1, W.8.1.a-e, W.8.9, W.8.9.b, W.8.10	Determine evidence that supports each reason. Evidence demonstrates an understanding of the topic. Write an argument with an introduction that includes a strong thesis statement. Include citations within the body of the paper. Create a Works Cited page. Write complex sentences. Write an analytical essay applying relevant RI 8 standards.
Module 2: Purposeful Persuasion Lesson 2.16: Oral Presentation	SL.8.4, SL.8.5	Make an argument supporting position using anecdotes, analogies, or illustrations. Use appropriate verbal and nonverbal techniques for oral presentations. Speak clearly using appropriate vocabulary and tone for the audience, topic, and purpose. Incorporate text and media to support claims. Make note cards of a speech. Deliver an original speech using tone, pace, and emphasis effectively.
Module 2: Purposeful Persuasion 2.17: Module Review Lesson 2.18: 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	Purposeful Persuasion Unit Assessment measures knowledge of the following concepts in this module. Make inferences and draw conclusions from a persuasive text citing examples from the text. Compare the intent of media with its factual content. Evaluate persuasive techniques in nonprint media: television, radio, video, Internet. Differentiate fact and opinion. Identify rhetorical and logical fallacies e.g. loaded terms, caricatures (straw man), leading questions, false assumptions, and incorrect premises in persuasive texts. Identify concessions or refutations to counterclaims.
Module 3: What a Character Lesson 3.01: What a Character	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 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.10 SL.8.1, SL.8.1a-d, SL.8.2, SL.8.3, SL.8.4, SL.8.6	Demonstrate knowledge of authors, characters, and events in works of literature. Identify defining characteristics of a novel. Use Tier 2 and Tier 3 vocabulary words correctly. Make inferences and draw conclusions. Respond to question prompts. Participate in online discussions.
Module 3: What a Character Lesson 3.02: Stranded	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.10	Determine what characters are like by what they say or do, or how the author portrays them through use of textual evidence. Identify foreshadowing. Recognize the effect of setting or culture on a literary work. Use a variety of context clues to help discover the meaning of unknown words.
Module 3: What a Character Lesson 3.03: The Conflict Begins	RL.8.2	Demonstrate comprehension of text. Explain the contributions of a character to central conflict or story line in a literary work. Identify cause and effect. Identify character traits and motivation. Identify examples of explicit meaning in fictional text. Identify the effect of setting on plot development.
Module 3: What a Character Lesson 3.04: The Beast	RL.8.1, RL.8.4, RL.8.10	Explain the differences between multiple meanings of the same word, given various contexts. Distinguish between words' multiple meanings based on their use in written English. Draw conclusions and make inferences of explicit information using textual support as evidence. Explain the contributions of a character to the plot development in a literary work. Describe characters based on speech, actions, or interactions with others through use of textual evidence. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Use an incident from a story to demonstrate development of plot.
Module 3: What a Character Lesson 3.05: Order Breaks Down	RL.8.2, RL.8.3, RL.8.4	Recognize author's attitude or tone. Identify character traits and motivations based on speech, actions, or

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		interactions with others. Identify foreshadowing. Identify homographs. Analyze relationships between and among words.
Module 3: What a Character Lesson 3.06: Savagery	RL.8.2, RL.8.3, RL.8.4, RL.8.6	Analyze how the author's use of third-person omniscient point of view shapes a literary work. Explain the contributions of a character to central conflict or story line in a literary work. Use sentences, paragraphs and longer passages of text to determine meaning of unfamiliar words.
Module 3: What a Character Lesson 3.07: Confrontation	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 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 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	Draw conclusions and make inferences of implied information using textual support as evidence. Identify character traits and motivations based on speech, actions, or interactions with others. Demonstrate comprehension of text. Participate in collaborative online discussions. Respond to questions prompts.
Module 3: What a Character Lesson 3.08: The Bitter End	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 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10	Identify appositives and appositive phrases and the words they rename in sentences. Identify foreshadowing Identify and interpret symbolism. Make inferences and draw conclusions Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action.
Module 3: What a Character Lesson 3.09: How Did We Get Here?	L.8.1 RL.8.1, RL.8.2, RL.8.6	Analyze how characters' actions develop theme. Identify details from the text and describe how they develop or support the theme or central idea. Recognize universal themes and connect them across cultures. Analyze how characters' actions influence the resolution of the central conflict. Punctuate appositives and appositive phrases correctly. Summarize text objectively including main idea and relevant details. Use evidence from the text to demonstrate how the values and beliefs of a character is affected by the cultural setting of a literary work.
Module 3: What a Character Lesson 3.10: Literary Essay	W.8.2a-f L.8.2	Write a literary essay about a character. Use hyphens to divide words correctly. Identify the rules for dividing words with hyphens
Module 3: What a Character Lesson 3.11: Unity and Coherence	W.8.2a-f, W.8.4 L.8.2	Write a literary essay that is unified and coherent. Use a style, tone, and voice appropriate for a literary essay. Use vocabulary to create tone and voice. Use hyphens when writing out the numbers twenty-one through ninety-nine.
Module 3: What a Character Lesson 3.12: Character Study Lesson 3.13: Gather Support	L.8.2 RL.8.1, RL.8.3 W.8.2, W.8.2.d	Brainstorm precise and vivid words and phrases that describe the character's traits and motivations. Determine the character's relationship with other characters. Determine what the character is like based on the character's speech and actions. Use hyphens correctly with compound nouns, adjectives and after certain prefixes and before the suffix -elect. Select specific textual evidence to support a thesis about the character. Use exact words for quotations. Write a thesis statement about the character.
Module 3: What a Character Lesson 3.14: Organization Is Key Lesson 3.15: Bring It to a Close Lesson 3.16: The Final Version	L.8.2 W.8.2, W.8.2.a-f, W.8.5	Organize a unified, coherent literary essay about a character. Write a literary essay about a character. Identify transitional words and phrases that identify a text's organizational pattern. Use transitions and transitional expressions to make the writing flow smoothly. Use words, phrases, or clauses to show relationships between experiences and events. Write a concluding paragraph that restates thesis. Use feedback from others to plan, draft, or revise writing. Revise as needed for paragraphing. Use correct capitalization, usage, punctuation, and spelling. Vary sentence structure.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 3: What a Character Lesson 3.17: Module Review Lesson 3.18: Module Exam	L.8.1 RL.8.1, RL.8.2, RL.8.3, RL.8.4	Determine what characters are like by what they say or do, or how the author portrays them through use of textual evidence. Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action. Recognize the effect of setting or culture on a literary work. Identify foreshadowing and symbolism. Use a variety of context clues to help discover the meaning of unknown words. Distinguish between words' multiple meanings based on their use in written English. Identify appositives and appositive phrases and the words they rename in sentences.
Module 4: Timeless Literature Lesson 4.01: Timeless Literature	L.8.4b RL.8.2, RL.8.3, RL.8.6	Demonstrate knowledge of authors, characters, and events in works of literature. Use Tier 2 and Tier 3 vocabulary words correctly.
Module 4: Timeless Literature Lesson 4.02: Law of the Gods	L.8.4b, L.8.5a RL.8.1, RL.8.2	Define and use words with Latin roots. Identify and interpret figurative language. Identify character traits and motivations, choices and consequences. Recognize the effect of setting or culture on a literary work. Using evidence from the text, make inferences and draw conclusions about the language of drama: dialogue, chorus.
Module 4: Timeless Literature Lesson 4.03: Stormy Times	L.8.4b RL.8.1, RL.8.2, RL.8.3	Use an incident from a drama to demonstrate development of plot. Use structural analysis of roots and affixes to determine the meaning of an unknown word. Identify conflict and resolution. Using evidence from the text, make inferences and draw conclusions about the characterization in drama: antagonist and protagonist.
Module 4: Timeless Literature Lesson 4.04: Father and Son	L.8.4b RL.8.2, RL.8.3, RL.8.6	Define dramatic point of view. Identify prefixes and suffixes and how they change the meaning of root words. Identify the objective or dramatic point of view in a drama. Recognize the effect of setting or culture on a literary work. Identify theme. Analyze how conflict and resolution develop the plot or meaning. Analyze how characters' actions develop theme.
Module 4: Timeless Literature Lesson 4.05: Responsibility	L.8.4a RL.8.3, RL.8.4	Analyze how an incident in a drama provokes a decision. Identify and interpret allusions. Identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna)
Module 4: Timeless Literature Lesson 4.06: The Turning Point	RL.8.1, RL.8.2, RL.8.3, RL.8.6	Analyze how a line of dialogue in a drama moves the plot forward or provokes a decision. Use evidence from the text to demonstrate how the values and beliefs of a character is affected by the historical setting of a literary work. Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations.
Module 4: Timeless Literature Lesson 4.07: The Structure of Drama Lesson 4.08: Compare Plays	RL.8.1, RL.8.2, RL.8.3, RL.8.5	Using evidence from the text, make inferences and draw conclusions about dramatic structure: exposition, rising action, turning point, falling action, conclusion. Using evidence from the text, make inferences and draw conclusions about theme in a drama. Using dialogue and staging as evidence, compare and contrast two playwrights characterization of the protagonist and antagonist. Trace the plot in a literary selection to explain how characters and events contribute to the development of theme.
Module 4: Timeless Literature Lesson 4.09: Choose a Research Topic Lesson 4.10: Find What You Need Lesson 4.11: Gathering Information	W.8.6, W.8.7, W.8.8 L.8.1	Choose and narrow a topic for a research paper. Identify prepositional phrases in sentences. Use an outline or organization chart to create a research plan. Evaluate sources and information uncovered, for research- based on: relevance, reliability, credibility. Explain why one source is more reliable or valid than another based on factors such as publication date, language, point of view, word choice. Identify and follow ethical and legal guideline for gathering and using information. Identify examples and non-examples of plagiarism. Identify single and compound objects in a prepositional phrase. Use technology to research.

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<p>Distinguish between paraphrasing, summarizing and quoting in research. Use a variety of sources when conducting research: print, media, electronic databases etc. Identify single and compound pronoun objects in a prepositional phrase. Use the research plan to gather information.</p>
<p>Module 4: Timeless Literature Lesson 4.12: Organizing Information Lesson 4.13: Write It Down Lesson 4.14: Come to a Conclusion Lesson 4.15: The Final Touches</p>	<p>L.8.1 W.8.2a-f, W.8.4, W.8.5, W.8.7, W.8.8</p>	<p>Compile information on the research topic in an organized way. Use evidence gained from research to support the thesis. Identify main and supporting ideas from the information gathered. Synthesize the information from multiple sources by subtopic. Identify the correct case of compound pronoun objects. Make a formal outline. Write a thesis statement. Distinguish between a thesis statement and a topic sentence. Evaluate or clarify the research question throughout the process and revise if necessary. Identify the correct number of compound pronoun objects. Write a research report that has an introductory paragraph with a strong thesis statement, body paragraphs that support the thesis, and a concluding paragraph. Identify purpose and audience, and determine appropriate tone for a research paper. Use words and sentences that demonstrate sequence. Use a variety of sentences when writing - simple, compound, and complex. Compare and contrast objective and subjective point of view. Write a conclusion that restates the thesis and summarizes main points. Use feedback from others to plan, draft, or revise writing. Use a formal tone avoiding first person I and we. Revise as needed for varied sentence structures.</p>
<p>Module 4: Timeless Literature Lesson 4.16: Present Your Findings</p>	<p>SL.8.4, SL.8.5, SL.8.6 W.8.2</p>	<p>Present research in a written or oral format. Use appropriate pace, emphasis, and tone. Use speech and style appropriate to audience. Determine appropriate level of formality, standard English vs. informal language, based on audience and purpose of oral presentation. Speak clearly using appropriate vocabulary and tone for the audience, topic, and purpose. Include multimedia or visual displays to enhance the presentation.</p>
<p>Module 4: Timeless Literature Lesson 4.17: Module Review Lesson 4.18: Module Exam</p>	<p>L.8.4b, L.8.6 RL.8.1, RL.8.2, RL.8.4</p>	<p>Recognize the effect of setting/culture on a literary work. Using evidence from the text, make inferences and draw conclusions about the language of drama: dialogue, chorus. Analyze how conflict and resolution develop the plot or meaning Identify and interpret figurative language and allusions. Use structural analysis of roots and affixes to determine the meaning of an unknown word. Define and use words with Latin roots.</p>
<p>Module 5: Seasons of Life Lesson 5.01: Seasons of Life Lesson 5.02: Summertime Lesson 5.03: Autumn Lesson 5.04: Winter</p>	<p>L.8.4, L.8.4a-d, L.8.5, L.8.5.a-c RL.8.1, RL.8.2, RL.8.4, RL.8.5 W.8.3.a,e</p>	<p>Determine how voice and tone creates meaning in a fictional text. Identify and interpret allusion and the use of imagery. Identify motif and theme. Use Tier 2 and Tier 3 vocabulary words correctly. Compare and contrast author's use of word choice in two or more texts. Determine how the structure of a poem develops the theme or meaning. Identify and interpret sensory language. Use cognates to determine the meaning of an unknown word. Use examples from the text to demonstrate how lines and stanzas contribute to the structure of a poem. Use synonyms and antonyms to determine the meaning of an unknown word. Identify and interpret the use of imagery, figurative, or sensory language. Identify and interpret the use of personification. Infer meaning and themes of poems, using passages from the poems as evidence. Use figurative language to convey experiences and create emotion Using evidence from the text, analyze how an author uses tone and mood to create meaning in a piece of literature. Write poetry in various forms. Distinguish between words' nuances based on their use in written English. Distinguish nuances between words with similar denotations based on their connotations - e.g., thin and skinny; willful, bullheaded, firm.</p>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<p>Identify alliteration. Identify and interpret imagery. Identify and interpret the use of personification. Using evidence from the text, analyze how an author uses metaphor to create meaning in a piece of literature or poetry. Recognize the effect of poetic devices, such as sentence structure, line length, and punctuation.</p>
<p>Module 5: Seasons of Life Lesson 5.05: Beauty</p>	<p>L.8.4a, L.8.4c, L.8.4d, L.8.5b RL.8.2, RL.8.3, RL.8.4 SL.8.1c</p>	<p>Summarize text intermittently while reading. Analyze the writer's craft. Respond as a reader to a descriptive essay. Identify and interpret sensory language and the use of imagery. Using evidence from the text, determine how specific word choices convey meaning. Analyze the structure of a paragraph, including the role of particular sentences in refining concepts. Identify and use homophone correctly.</p>
<p>Module 5: Seasons of Life Lesson 5.06: Nature</p>	<p>L.8.5a RI.8.1, RI.8.4, RI.8.6</p>	<p>Demonstrate comprehension of text. Draw conclusions and make inferences of implied information using textual support as evidence. Recognize author's attitude or tone. Using evidence from the text, analyze how an author uses metaphor to create meaning in a piece of literature or poetry.</p>
<p>Module 5: Seasons of Life Lesson 5.07: Wonders</p>	<p>RL.8.1, RL.8.4 SL.8.1</p>	<p>Using evidence from the text, analyze how language conveys tone. Determine connotative meaning based on a word or phrase's use in text. Using evidence from the text, determine how specific word choices convey meaning. Use technology to interact and collaborate with others.</p>
<p>Module 5: Seasons of Life Lesson 5.08: Descriptive Language</p>	<p>RI.8.4 RL.8.4 L.8.5a, L.8.6</p>	<p>Recognize and use figures of speech. Recognize and use language that appeals to the senses. Use language that shows the correct forms of closely related words.</p>
<p>Module 5: Seasons of Life Lesson 5.09: Where Will You Describe?</p>	<p>L.8.5c W.8.4</p>	<p>Write a descriptive essay about a place. Brainstorm details on a descriptive topic. Choose a topic for a descriptive essay. Determine a pattern of organization. Determine purpose and audience for a descriptive essay. Develop details with descriptive language. Use a tone, style, and voice that communicate the meaning of a place that is the subject of a descriptive essay. Use language that shows and language that appeals to the senses Use the correct forms of closely related words.</p>
<p>Module 5: Seasons of Life Lesson 5.10: Descriptive Essay</p>	<p>L.8.1, L.8.1a-d, L.8.2, 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 W.8.3, W.8.3.a-e, W.8.4, W.8.5, W.8.6, W.8.10</p>	<p>Use descriptive language that includes comparative and superlative adverbs and adjectives. Write a descriptive essay about a place. Revise drafts for phrasing, word choice, or vivid images. Revise writing while drafting: language usage, alignment to original thesis, and organization as needed.</p>
<p>Module 5: Seasons of Life Lesson 5.11: World Myths</p>	<p>RL.8.1, RL.8.2, RL.8.5, RL.8.9</p>	<p>Compare and contrast the purpose of myths from different cultures. Use textual evidence to compare and contrast similar themes or topics of texts in different forms or genres. Identify passages or qualities of a text that are representative of the text's genre.</p>
<p>Module 5: Seasons of Life Lesson 5.12: Afterlife Myths</p>	<p>RL.8.2, RL.8.6, RL.8.9</p>	<p>Compare and contrast the ideas of the afterlife and roles and characteristics of deities in mythologies from different cultures. Recognize universal themes and connect them across cultures. Compare and contrast the purpose of myths from different cultures.</p>
<p>Module 5: Seasons of Life Lesson 5.13: Timelessness of Mythology</p>	<p>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 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.9, RL.8.10 SL.8.1c, SL.8.1d, SL.8.2, SL.8.3, SL.8.4, SL.8.6 W.8.3, W.8.3.a-e, W.8.9, W.8.9.b, W.8.10</p>	<p>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. Demonstrate comprehension of text. Identify details from the text and describe how they develop or support the theme or central idea.</p>

## SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 5: Seasons of Life Lesson 5.14: Prepare to Write	RL.8.2, RL.8.9 W.8.4, W.8.9a	<p>Determine a thesis statement.</p> <p>Use a pre-writing planning document to organize ideas and information.</p> <p>Write an analytical essay comparing a modern work of fiction with themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including a description of how the contemporary piece makes it.</p> <p>Organize ideas, concepts, or information broader categories e.g. main idea, most important to least important, chronological, etc.</p> <p>Write an analytical essay applying relevant RL 8 standards.</p>
Module 5: Seasons of Life Lesson 5.15: Mythology in Literature Essay	RL.8.1 W.8.2, W.8.2.a-f	<p>Provide examples and evidence from the selection to support the thesis.</p> <p>Write a concluding paragraph that summarizes main ideas or major points.</p>
Module 5: Seasons of Life 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 RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10 W.8.2, W.8.2.a-f, W.8.9, W.8.9a-b, W.8.10	<p>Seasons of life Unit Assessment measures knowledge of the following concepts in this module.</p> <p>Demonstrate comprehension of text.</p> <p>Determine how voice and tone creates meaning in a fictional text.</p> <p>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.</p> <p>Recognize universal themes and connect them across cultures.</p> <p>Using evidence from the text, analyze how an author uses metaphor to create meaning in a piece of literature or poetry.</p> <p>Compare and contrast author's use of word choice in two or more texts.</p> <p>Identify and interpret imagery and allusion.</p> <p>Identify and interpret the use of imagery, figurative, or sensory language.</p> <p>Use cognates and synonyms and antonyms to determine the meaning of an unknown word</p>