

8th Grade Scope and Sequence

Quarter	Reading Complex Text		Writing to Texts			Research
Activity	1 Extended Text	3-5 Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Project
1 Story Telling (Plot and character development throughout a story)	<u>Literature:</u> <i>The Outsiders</i>	<ul style="list-style-type: none"> ● “Thank You, Ma’am” ● “I Know Why the Caged Bird Sings” ● “Nothing Gold Can Stay” (with <i>The Outsiders</i>) 	Develop and convey understanding throughout literary unit	<u>Articles of the Week or Newsela</u> Articles: 1st & 3rd Quarters focus on informing and explaining 2nd & 4th Quarters focus on arguments	Convey experiences, events, and/or procedures	Research the time period, S.E. Hinton, setting, music & literature of the time, Robert Frost, etc.
2 Author’s Craft (Figurative devices used in the creation of a story)	<u>Literature:</u> <i>A Day No Pigs Would Die</i>	<ul style="list-style-type: none"> ● “The Raven” ● “The Tell-Tale Heart” ● “The Lottery” ● “The Lady or the Tiger?” 	Develop and convey understanding throughout literary unit	<u>Articles of the Week or Newsela</u> Articles: 1st & 3rd Quarters focus on informing and explaining 2nd & 4th Quarters focus on arguments	Convey experiences, events, and/or procedures	Research Authors
3 Life Liberty & Pursuit of Happiness (Revealing the author’s views)	<u>Literature:</u> <i>Stolen Into Slavery</i>	<ul style="list-style-type: none"> ● “Flowers for Algernon” ● “Gettysburg Address” ● “Paul Revere’s Ride” 	Develop and convey understanding throughout literary unit	<u>Articles of the Week or Newsela</u> Articles: 1st & 3rd Quarters focus on informing and explaining 2nd & 4th Quarters focus on arguments	Convey experiences, events, and/or procedures	Research Human Rights

Quarter	Reading Complex Text		Writing to Texts			Research
Activity	<i>1 Extended Text</i>	<i>3-5 Short Texts</i>	<i>Routine Writing</i>	<i>4-6 Analyses</i>	<i>1-2 Narratives</i>	<i>1 Project</i>
4 History Tells A Story (Literature and history intertwined)	Informational: <i>The Diary of A Young Girl</i>	<ul style="list-style-type: none"> • “First They Came for the Jews” • “Yertle the Turtle” • “The Diary of Anne Frank” (movie/drama) 	Develop and convey understanding throughout literary unit	<u>Articles of the Week or Newsela</u> Articles: 1st & 3rd Quarters focus on informing and explaining 2nd & 4th Quarters focus on arguments	Convey experiences, events, and/or procedures	Research Human Rights

***Each unit will contain the following:

Cite evidence, Analyze content, Study & apply grammar, Study & apply vocabulary, Conduct discussions, Report findings

Quarter 1- Story Telling

Weeks 1-2

Students will be immersed in vocabulary and grammar review.

Standards met through vocabulary and grammar during these weeks:

- **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.8.2-** 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.
- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1b-** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **W.8.4-** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **L.8.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **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.8.4c-** 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.8.6-** 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.

Weeks 3-6

Throughout the reading of the novel *The Outsiders*, students will learn about literary elements and devices. Students will participate in discussions about identity, class, societal norms, bullying, and gender portrayal in writing.

Standards met through reading, discussions and activities pertaining to the novel *The Outsiders* are:

- **RL.8.3-** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **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.
- **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.
- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **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.8.4-** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.8.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.8.9a-** 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”) **SL.8.1d-** Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
- **L.8.4d-** 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).

Standards met through vocabulary and grammar during these weeks:

- **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.8.4-** 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.
- **L.8.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **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.

- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1d-** Establish and maintain a formal style.

Week 7

Students will be immersed in vocabulary and grammar.

Standards met through vocabulary and grammar during these weeks:

- **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.8.9-** 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.
- **L.8.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4c-** 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.
- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1d-** Establish and maintain a formal style.
- **SL.8.1b-** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- **SL.8.1c-** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **SL.8.6-** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **L.8.5a-** Interpret figures of speech (e.g., verbal irony, puns) in context.
- **L.8.5b-** Use the relationship between particular words to better understand each of the words.
- **L.8.5c-** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Weeks 8-9/10

Throughout the reading of many short texts, students will participate in discussions about characterization, dialect, morals and values while continuing to study grammar, usage, mechanics, and vocabulary.

Standards met through reading, discussions and activities pertaining to the short texts throughout these weeks:

- **SL.8.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.3-** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

- **W.8.3b**- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **W.8.3d**- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **W.8.3e**- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **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.8.4**- 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.

Standards met through vocabulary and grammar during these weeks:

- **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.
- **W.8.1**- Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.3e**- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **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.8.4**- 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.
- **L.8.3**- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4c**- 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.

Quarter 2; Author's Craft

Weeks 1-2

Students will be immersed in vocabulary and grammar.

Standards met through vocabulary and grammar during these weeks:

- **L.8.1**- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.1b**- Form and use verbs in the active and passive voice.
- **L.8.4b**- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). **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.8.2**- 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.
- **W.8.1**- Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1d**- Establish and maintain a formal style.

Weeks 3-6

Throughout the reading of *A Day no Pigs Would Die* students will analyze the text to determine theme and how it relates to the characters. Students will also learn how dialogue and incident move the action, develops the character, and provokes decisions. They will also work on improving writing skills through poetry. Students will also complete the Poetry Project.

Standards met through reading, discussions and activities dealing with the novel are:

- **RL.8.3-** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **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.8.10-** 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.
- Standards met through vocabulary and grammar during these weeks:
 - **L.8.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
 - **W.8.1c-** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - **W.8.1d-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - **W.8.1e-** Establish and maintain a formal style.
 - **W.8.1f-** Provide a concluding statement or section that follows from and supports the information or explanation presented

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.8.9a-** 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”)

Weeks 7-9

Standards met through vocabulary and grammar during these weeks:

- **L.8.2b-** Use an ellipsis to indicate an omission.
- **L.8.2c-** Spell correctly.
- **L.8.5a-** Interpret figures of speech (e.g., verbal irony, puns) in context.
- **L.8.5b-** Use the relationship between particular words to better understand each of the words.
- **L.8.5c-** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- **W.8.1a-** 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.8.1b-** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **W.8.1d-** Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **W.8.1e-** Establish and maintain a formal style.

Quarter 3- Life, Liberty, and the Pursuit of Happiness

Weeks 1-2

Students will be immersed in vocabulary and grammar.

Standards met through vocabulary and grammar during these weeks:

- **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.8.8-** 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.
- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1a-** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- **W.8.1e-** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.8.3e-** 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.
- **L.8.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **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.
- **L.8.4c-** 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-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **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.

Weeks 3-4

Throughout the reading of *Stolen Into Slavery*, students will identify and define tone, cite textual evidence to answer questions, use context clues to define unknown vocabulary, infer through the text and their own knowledge the author's purpose, identify main idea and theme, effectively plan an essay, and demonstrate knowledge of academic vocabulary. Students will participate in discussions about identity, self-preservation, and liberty.

Standards met through reading, discussions and activities pertaining to *Stolen Into Slavery* are:

- **W.8.4-** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.8.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **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.

- **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.8.3-** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **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.8.9-** 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.
- **L.8.5-** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **SL.8.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **W.8.9b-** 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").

Standards met through vocabulary and grammar during these weeks:

- **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.8.2-** 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.
- **L.8.4-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies
- **L.8.5a-** Interpret figures of speech (e.g., verbal irony, puns) in context.
- **L.8.5b-** Use the relationship between particular words to better understand each of the words.
- **L.8.5c-** 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.
- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.4-** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.8.3e-** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **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.

Weeks 5-6

Students will study the Universal Declaration of Humanitarian Law. Students will annotate a complex sentence from a nonfiction text using peer collaboration, use written and Internet resources to research a human rights defender, take notes independently from a longer lecture with main idea and supporting details, create and shape a clear message and fully engage with the audience, see film as literature in its own right, and identify the importance of personal responsibility to the group or community.

Standards met through reading, discussions and activities pertaining to *Stolen Into Slavery* are:

- **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.8.6-** 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.
- **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.8.4-** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **SL.8.1a-** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.8.1d-** 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.

Standards met through vocabulary and grammar during these weeks:

- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.1a-** 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.8.1b-** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **W.8.1d-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.8.1e-** Establish and maintain a formal style.
- **W.8.3d-** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **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.

Week 7

Students will be immersed in vocabulary and grammar.

Standards met through vocabulary and grammar during these weeks:

- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **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.
- **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.
- **L.8.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4c-** 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.

Week 8-9

Students will read a short story and continue honing their grammar and vocabulary skills. Students will identify and explain the significance of characterization, have an increased understanding of various viewpoints, compare and contrast opposite perspectives, engage critically and constructively in oral exchanges of ideas, and demonstrate knowledge of academic vocabulary.

Standards met through reading, discussions and activities dealing with the short story are:

- **SL.8.1-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.3-** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the 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.
- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.
- **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.8.8-** 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.

Standards met through vocabulary and grammar during these weeks:

- **L.8.1a-** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences.
- **L.8.1b-** Form and use verbs in the active and passive voice
- **L.8.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4c-** 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.
- **W.8.1-** Write arguments to support claims with clear reasons and relevant evidence.

Quarter 4- History Tells a Story

Week 1

Students will be immersed in vocabulary and grammar review. Standards met through vocabulary and grammar during these weeks:

- **L.8.1a-** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences.
- **L.8.1b-** Form and use verbs in the active and passive voice
- **L.8.1c-** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- **L.8.3-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4c-** 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.

Weeks 2-6

Students will read *Anne Frank: Diary of a Young Girl*. Students will use textual evidence to support claims made while improving argumentative writing skills. Students will also read poetry, period articles, and short stories about the holocaust time period.

Standards met:

- **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.8.6-** 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 text.
- **L.8.1a-** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences.
 - **d-** Recognize and correct inappropriate shifts in verb voice and mood.
 - **a-** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- **W.8.1a-** 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.8.1b-** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **W.8.1c-** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence **W.8.3c-** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time or frame or setting to another, and show the relationships among experiences and events.
- **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.8.9b-** 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”).

Weeks 7-9

Standards met through vocabulary and grammar during these weeks:

- **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.
- **L.8.5a-** Interpret figures of speech (e.g., verbal irony, puns) in context.
- **L.8.5b-** Use the relationship between particular words to better understand each of the words.
- **L.8.5c-** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

***Parents can access instructional materials through their child's Google Classroom account or by emailing the teacher at
firstname.lastname@tcsedu.net ***