

Boyd County Schools Curriculum Framework

English/Language Arts

Grade: 8

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.

This document is best used in conjunction with the Boyd County Public School District's Writing Plan.

Curriculum Framework Key:

I=New Standard Introduced

O= Ongoing

M=Mastery

SPEAKING AND LISTENING

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Pre-Reading Gallery Walk: Historical Fiction Close Reading - First Read (Narrative Text) The Power of Language Close Reading- Second Read (Asking Questions) Close Reading - Third Read (Summarizing Narrative Text) Text Analysis and Character Revelations: Flowers for Algernon "Dream within a Dream"						
Achieve the Core Resources that address multiple standards in this cluster						
O Captain My Captain "Narrative of the Life of Frederick Douglass" by Frederick Douglass Oranges "Words We Live By: Your Annotated Guide to the Constitution" by Linda R. Monk The Road Not Taken Paul Revere's Ride						
Speaking and Listening Standards	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources	
Comprehension and Collaboration						
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,	I	O	O	M	



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	building on others' ideas and expressing their own clearly.					
SL.8.1.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.	I	O	O	M	
SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	I	O	O	M	
SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	-	I	O	M	
SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	-	I	O	M	
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	-	I	O	M	



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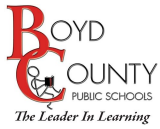
	presentation.					
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	-	I	O	M	
Presentation of Knowledge and Ideas						
SL.8.4	Present claims and findings, 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.	-	-	I	M	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	-	-	I	M	
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 here for specific expectations.)	-	-	I	M	



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READING - INFORMATIONAL

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Close Reading - First Read (Narrative Text) Close Reading- Second Read (Asking Questions) Close Reading - Third Read (Summarizing Narrative Text) "Dream within a Dream"						
Achieve the Core Resources that address multiple standards in this cluster						
"Narrative of the Life of Frederick Douglass" by Frederick Douglass "Words We Live By: Your Annotated Guide to the Constitution" by Linda R. Monk						
Reading Standards for Informational Text	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources	
Key Ideas and Details						
R.I.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.	I	O	O	M	Tone, Meaning, and Figurative Language in Artwork Historical Fiction vs. Historical Fact Practice: Paul Revere's Ride Pre-Reading Gallery Walk: Historical Fiction Citing Evidence for Claims Breaking Down the Task Small Group Rhetorical Analysis Work Cornell Notes



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R.I.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.	I	O	O	M	Active Reading Bookmark Cornell Notes
R.I.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	I	O	O	M	Descriptive Language: Revision SOAR Note-Taking & Annotations
Craft and Structure						
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.	I	O	O	M	Tone, Meaning, and Figurative Language in Artwork Possible Sentences Small Group Rhetorical Analysis Work
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.	I	O	O	M	Descriptive Language: Revision Cause and Effect Analysis
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and	I	O	O	M	Real-World Writing Purposes Cause and Effect Analysis



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	responds to conflicting evidence or viewpoints.					
Integration of Knowledge and Ideas						
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.	I	O	O	M	
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.	I	O	O	M	SOAR Note-Taking & Annotations Citing Evidence for Claims Text Selection Routine
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.	I	O	O	M	Historical Fiction vs. Historical Fact Practice: Paul Revere's Ride
Range of Reading and Level of Text Complexity:						
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.	I	O	O	M	Text Selection Routine Active Reading Bookmark

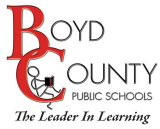
READING: LITERATURE

Literacy Design Collaborative Resources that address multiple standards in this cluster							
<p style="text-align: center;"> Tableaux: Dramatic Interpretations of Poetry (with UDL Supports) Descriptive Language Analysis: The Odyssey Initial Annotations for Poetry Close Reading - First Read (Narrative Text) Close Reading- Second Read (Asking Questions) Close Reading - Third Read (Summarizing Narrative Text) Timeline Notes Text Analysis and Character Revelations: Flowers for Algernon Master Craftsman: Use of Literary Devices in Edgar Allan Poe's Short Stories Irony in Short Stories Using Tone to Reach Specific Audiences </p>							
Achieve the Core Resources that address multiple standards in this cluster							
<p style="text-align: center;"> O Captain My Captain Oranges The Road Not Taken Paul Revere's Ride </p>							
Reading Literature Standards			1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Key Ideas and Details							
RL.8.1	Cite the textual evidence that most	I	O	O	M	Historical Fiction vs. Historical Fact	



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	strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.					Practice: Paul Revere's Ride Citing Evidence for Claims List, Group, & Label: Genre Study Breaking Down the Task Evidence Analysis of Character Perspectives (Chart)
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.	I	O	O	M	Active Reading Bookmark Cornell Notes Theme Development: The Interlopers by Saki
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.	-	I	O	M	SOAR Note-Taking & Annotations Tracking Character Development Cornell Notes The Tell-Tale Heart and the Unreliable Narrator
Craft and Structure						
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.	-	I	O	M	Possible Sentences The Power of Language Theme Development: The Interlopers by Saki The Tell-Tale Heart and the Unreliable Narrator



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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.	-	I	O	M	Historical Fiction vs. Historical Fact Practice: Paul Revere's Ride The Power of Language
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.	-	-	I	M	Jumping Frog of Calaveras County
Integration of Knowledge and Ideas						
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.	-	-	I	M	
RL.8.8	(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.	-	-	I	M	
Range of Reading and Level of Text Complexity:						
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the	I	O	O	M	Previewing Historical Fiction List, Group, & Label: Genre Study



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	high end of grades 6-8 text complexity band independently and proficiently					Active Reading Bookmark
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WRITING

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Evidence Analysis of Character Perspectives (Chart) Irony in Short Stories "Dream within a Dream"						
Achieve the Core Resources that address multiple standards in this cluster						
O Captain My Captain Oranges "Words We Live By: Your Annotated Guide to the Constitution" by Linda R. Monk The Road Not Taken						
Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Production and Distribution of Writing						
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.)	I	O	O	M	Master Craftsman: Use of Literary Devices in Edgar Allan Poe's Short Stories "Narrative of the Life of Frederick Douglass" by Frederick Douglass "Words We Live By: Your Annotated Guide to the Constitution" by Linda R.



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						Monk Paul Revere's Ride
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 here .)	I	O	O	M	Writing Descriptions Small Group Rhetorical Analysis Work Cornell Notes
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.	I	O	O	M	
W.8.7	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.)	I	O	O	M	
Research to Build and Present Knowledge						
W.8.8	Gather relevant information from multiple print and digital sources,	I	O	O	M	How to Cite Anything in MLA



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	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.	I	O	O	M	Citing Evidence for Claims Using Tone to Reach Specific Audiences "Narrative of the Life of Frederick Douglass" by Frederick Douglass Paul Revere's Ride
W.8.9.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").	-	-	I	M	
W.8.9.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").	I	O	O	M	



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Range of Writing						
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.	I	O	O	M	

LANGUAGE

<p>Literacy Design Collaborative Resources that address multiple standards in this cluster</p> <p>Tone, Meaning, and Figurative Language in Artwork</p> <p>Descriptive Writing Activity Using Sensory Details</p> <p>Close Reading - First Read (Narrative Text)</p> <p>Close Reading- Second Read (Asking Questions)</p> <p>Close Reading - Third Read (Summarizing Narrative Text)</p> <p>The Power of Language</p> <p>Text Analysis and Character Revelations: Flowers for Algernon</p> <p>"Dream within a Dream"</p>
<p>Achieve the Core Resources that address multiple standards in this cluster</p> <p>O Captain My Captain</p> <p>"Narrative of the Life of Frederick Douglass" by Frederick Douglass</p> <p>Oranges</p> <p>"Words We Live By: Your Annotated Guide to the Constitution" by Linda R. Monk</p> <p>The Road Not Taken</p>



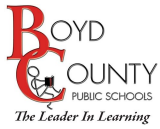
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Paul Revere's Ride						
Language Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Conventions of Standard English						
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	
L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	I	O	O	M	
L.8.1.B	Form and use verbs in the active and passive voice.	I	O	O	M	
L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	I	O	O	M	
L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.*	I	O	O	M	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	O	O	M	
L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	I	O	O	M	
L.8.2.B	Use an ellipsis to indicate an omission.	I	O	O	M	
L.8.2.C	Spell correctly.	I	O	O	M	
Knowledge of Language						
L.8.3	Use knowledge of language and its	I	O	O	M	



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	conventions when writing, speaking, reading, or listening.					
L.8.3.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).	I	O	O	M	
Vocabulary Acquisition and Use						
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.	-	-	I	M	
L.8.4.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.	-	-	I	M	
L.8.4.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>).	-	-	I	M	
L.8.4.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	I	O	O	M	



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	meaning or its part of speech.					
L.8.4.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).	I	O	O	M	
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	-	-	I	M	
L.8.5.A	Interpret figures of speech (e.g. verbal irony, puns) in context.	-	-	I	M	
L.8.5.B	Use the relationship between particular words to better understand each of the words.	-	-	I	M	
L.8.5.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>).	-	-	I	M	
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.	I	O	O	M	

WRITING: INFORMATIVE/EXPLANATORY

Writing Standard 2: Informative/Explanatory (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.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Writing Descriptions Text Analysis and Character Revelations: Flowers for Algernon Master Craftsman: Use of Literary Devices in Edgar Allan Poe's Short Stories Theme Development: The Interlopers by Saki Irony in Short Stories The Tell-Tale Heart and the Unreliable Narrator O Captain My Captain "Narrative of the Life of Frederick Douglass" by Frederick Douglass						
Achieve the Core Resources that address multiple standards in this cluster						
"Words We Live By: Your Annotated Guide to the Constitution" by Linda R. Monk Paul Revere's Ride						
Writing Informative/explanatory Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas,	I	O	O	M	Using Tone to Reach Specific Audiences



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	concepts, and information through the selection, organization, and analysis of relevant content.					
W.8.2.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.	I	O	O	M	
W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	I	O	O	M	Using Tone to Reach Specific Audiences
W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	I	O	O	M	
W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I	O	O	M	
W.8.2.E	Establish and maintain a formal style.	I	O	O	M	
W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	I	O	O	M	

WRITING: OPINION

Writing Standard 1: Opinion (W.8.1)

Write opinion pieces to support claims with clear reasons and relevant evidence.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Tone, Meaning, and Figurative Language in Artwork Jumping Frog of Calaveras County Ethos, Pathos, Logos						
Achieve the Core Resources that address multiple standards in this cluster						
Opinion Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.8.1	Write arguments to support claims with clear reasons and relevant evidence	-	I	O	M	
W.8.1A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	-	I	O	M	
W.8.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of	-	I	O	M	



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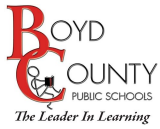
	the topic or text.					
W.8.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	-	I	O	M	
W.8.1D	Establish and maintain a formal style.	-	I	O	M	
W.8.1E	Provide a concluding statement or section that follows from and supports the argument presented.	-	I	O	M	

WRITING: NARRATIVE

Writing Standard 3: Informative/Explanatory (W.8.3)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Literacy Design Collaborative Resources that address multiple standards in this cluster					
Writing Descriptions Descriptive Writing Activity Using Sensory Details					
Achieve the Core Resources that address multiple standards in this cluster					
Writing Narrative Standards	1st 9	2nd 9	3rd 9	4th 9	Resources



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		weeks	weeks	weeks	weeks	
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	-	-	I	M	
W.8.3.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.	-	-	I	M	
W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	-	-	I	M	
W.8.3.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.	-	-	I	M	
W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	-	-	I	M	
W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.	-	-	I	M	



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