Bermudian Springs Pennsylvania Core Standards
English/Language Arts Framework
Eighth Grade

INTRODUCTION

The Pennsylvania Core Standards challenge students in grade 8 to tackle high-quality, complex nonfiction texts and great works of literature. Starting in grade 8, the focus of informational texts begins to shift from narrative to exposition. Students who leave grade 8 know how to cite the textual evidence that most strongly supports an analysis or critique. Students in grade 8 are primed to question an author's assumptions and assess the accuracy of his or her claims, and by the end of grade 8, they are adept at reading closely and uncovering evidence to use in their own writing. Students can, for instance, analyze in writing two or more texts that provide conflicting information on the same topic and identify whether the disagreement is over facts or interpretation. They can analyze how point of view can be manipulated to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character, or highlight an idea.

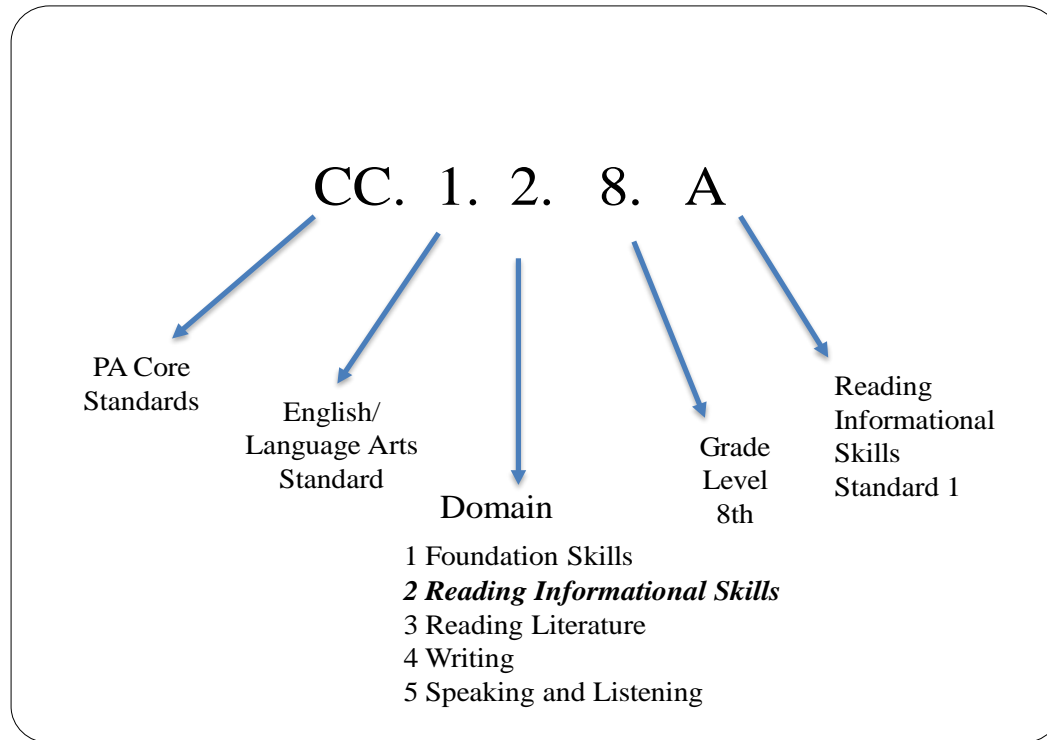## English/Language Arts - Long Term Transfer Goals

Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Adapted from: commoncore.org, 2013; parcconline.org, 2013; pdesas.org, 2013

English/Language Arts Standard Taxonomy

CC. 1. 2. 8. A

PA Core
Standards

English/
Language Arts
Standard

Domain

1 Foundation Skills
2 Reading Informational Skills
3 Reading Literature
4 Writing
5 Speaking and Listening

Grade
Level
8th

Reading
Informational
Skills
Standard 1

1.2 – **Informational Text** – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence
DOMAIN: Key Ideas and Details – *Main Idea*
STANDARD: C.C.1.2.8.A - 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
Anchor Descriptor: Demonstrate understanding of key ideas and details in literature 　**Eligible Content:** 　• **E08.B-K.1.1.2 -** 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.

Key Concepts	Key Vocabulary
Determine central idea, analyze development and relationship to supporting ideas, summarize	Central idea, main idea, supporting idea, supporting details, summary

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Read and analyze newsprint, magazines, blogs, and other nonfiction texts. • Find and highlight the central idea of a text. • Underline sentences which mark its development through the text. • Highlight supporting ideas. • Create a summary of the text using the main idea.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Key Ideas and Details – Text Analysis*

STANDARD: C.C.1.2.8.B - Cite the textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.   <u>**Eligible Content:**</u>   • **E08.B-K.1.1.1 -** Cite the textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Key Concepts	Key Vocabulary
Cite textual evidence, supports analysis	Textual evidence, analysis, inferences, conclusions, generalizations

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Read and analyze newsprint, magazines, blogs, and other nonfiction texts.
- Identify and cite the textual evidence in a chart using the literary text which supports class discussion of the analysis of the text.
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text in a paragraph or research report.
- Highlight important evidence in the text which might support an inference, conclusion, or generalization.
- Create a summary which cites textual evidence to support analysis.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Key Ideas and Details – Text Analysis - Analysis Development/Connections*

STANDARD: C.C.1.2.8.C - Analyze how a text makes connections among the distinctions between individuals, ideas, or events.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature
    Eligible Content:
- **E08.B-K.1.1.3 -** Analyze how a text makes connections among the distinctions between individuals, ideas, or events (*e.g. – through comparisons, analogies, categories).*

Key Concepts	Key Vocabulary
Analyze text, make connections, make distinctions	Connections, individuals, ideas, events

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read and analyze newsprint, magazines, blogs, and other nonfiction texts.
- Create a Venn diagram or other graphic organizer, compare/contrast characters, events, or ideas in nonfiction piece.
- Analyze the comparison through a journal entry or discussion. How are they similar? Different? How can they be categorized?
- Create analogies about characters by comparing them to classmates, or other historical individuals, etc.
- Create a timeline between a character/individual and other historical events

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Craft and Structure – Point of View*

STANDARD: C.C.1.2.8.D - 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.

Anchor Descriptor: Demonstrate understanding of craft and structure in informational texts.
    Eligible Content:
    • **E08.B-C.2.1.1 -** 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.

Key Concepts	**Key Vocabulary**
Analyze text, make connections, make distinctions	Author's point of view, analyze, conflicting evidence, conflicting viewpoints

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Read and analyze newsprint, magazines, blogs, and other nonfiction texts – specifically in a text where multiple perspectives exist.
- Identify which side the author takes in an argumentative text.
- Create a list of conflicting viewpoints/evidence and chart how the author of the piece responds individually in a T-chart.
- Create opposing viewpoints and then rewrite the article/piece in a way which addresses them.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Craft and Structure – Text Structure*

STANDARD: C.C.1.2.8.E - Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

Anchor Descriptor: Demonstrate understanding of craft and structure in informational texts.
> **Eligible Content:**
> - **E08.B-C.2.1.2 -** Analyze in detail the structure of a specific paragraph in the text, including the role of particular sentences in developing and refining a key concept.

Concepts	Key Vocabulary
Analyze structure, Evaluate author's sentences and paragraphs	Text structure, author's use

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read and analyze newsprint, magazines, blogs, and other nonfiction texts.
- Identify, highlight, and analyze different sentence structures in a nonfiction text.
- Identify transitions and signal words within a nonfiction text.
- Evaluate the use of different sentence structures through comparison.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Craft and Structure – Vocabulary*

STANDARD: C.C.1.2.8.F - Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in informational texts.
> <u>**Eligible Content:**</u>
> - **E08.B-V.4.1.1** - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a list of strategies.
>   a. Use context as a clue to the meaning of a word or phrase.
>   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g. precede, recede, secede).
>   c. Determine the meaning of technical words and phrases in a text.
> - **E08.B-V.4.1.2 -** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
>   a. Interpret figures of speech (e.g., verbal irony, puns) in context.
>   b. Use the relationship between particular words to better understand each of the words.
>   c. Distinguish among connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute)

Anchor Descriptor: Demonstrate understanding of craft and structure in informational texts.
> <u>**Eligible Content:**</u>
> - **E08.B-C.2.1.3 -** Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Key Concepts	**Key Vocabulary**
Analyze influence of words/phrases, how meanings shape tone	Figurative meaning, connotative meaning, technical meaning, tone

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Identify how figurative language is used in nonfiction text as well as poetry and literature.
- Analyze how connotative and figurative meanings contribute to vocabulary.
- Highlight or record in a journal, examples of figurative language, connotative, and/or technical meanings in a nonfiction text.
- Create a list of words with similar denotations but different connotations.
- Create analogies demonstrating the connotations of words.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Integration of Knowledge and Ideas – Diverse Media*

STANDARD: C.C.1.2.8.G - Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

Anchor Descriptor: None
> **Eligible Content:** None

Key Concepts	Key Vocabulary
Evaluate advantages and disadvantages of different mediums	Mediums

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Compare and identify the advantages and disadvantages of a spoken speech VS what is written on paper by writing a comparison essay.
- Perform or deliver a written speech to the class, putting emphasis on different sections/words to demonstrate a change or variance in purpose.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence
DOMAIN: *Integration of Knowledge and Ideas – Evaluating Arguments*
STANDARD: C.C.1.2.8.H - Evaluate author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of evidence.

Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among informational texts.
    Eligible Content:
    • **E08.B-C.3.1.1 -** *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.*

Key Concepts	**Key Vocabulary**
Evaluate author's arguments, reasoning, & claims	Argument, reasoning, claim, relevance of evidence

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Read/Analyze a nonfiction argumentative/opinion piece and identify when an argument is sound or flawed. • Read and analyze a letter to the editor to determine sound or flawed logic. • Write a response identifying the flaws or irrelevant evidence. • Identify main ideas and supporting sentences which support or detract from the claim. • Read and analyze a piece, highlighting irrelevant evidence in one color and relevant evidence in another color.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Integration of Knowledge and Ideas – Analysis Across Texts*

STANDARD: C.C.1.2.8.I - Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among informational texts.
   Eligible Content:
   - **E08.B-C.3.1.2 -**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.

Key Concepts	Key Vocabulary
Analyze two or more texts w/ conflicting info, identify where texts agree/disagree on fact/interpretation	Analyze, fact, interpretation

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read and identify bias in nonfiction works such as newspapers, blogs, etc.
- Read and analyze two texts with similar topics. In a T-Chart or other graphic organizer list topics upon which the texts agree/disagree on matters of fact or interpretation.
- Highlight disagreements between texts.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Vocabulary Acquisition and Use*

STANDARD: C.C.1.2.8.J - 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

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in informational texts.
   Eligible Content:
   - **E08.B-V.4.1.1 -** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a list of strategies.
     a. Use context as a clue to the meaning of a word or phrase.
     b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g. precede, recede, secede).
     c. Determine the meaning of technical words and phrases in a text.
   - **E08.B-V.4.1.2 -** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
     a. Interpret figures of speech (e.g., verbal irony, puns) in context.
     b. Use the relationship between particular words to better understand each of the words.
     c. Distinguish among connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute)

Key Concepts	Key Vocabulary
Acquire and use academic/domain-specific words/phrases, gather vocabulary knowledge when important to comprehension/expression	Academic, domain-specific

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Interpret and understand language/words as used in nonfiction texts.
- Identify and define specific vocabulary as it pertains to a nonfiction text.
- Analyze roots and affixes, identifying Greek and Latin meanings in a chart, in writing, etc.
- Create words/sentences using vocabulary, roots, and definitions

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Vocabulary Acquisition and Use*

STANDARD: C.C.1.2.8.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in informational texts.
> **Eligible Content:**
> - **E08.B-V.4.1.1 -** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a list of strategies.
>   a. Use context as a clue to the meaning of a word or phrase.
>   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g. precede, recede, secede).
>   **c.** Determine the meaning of technical words and phrases in a text.

Key Concepts	Key Vocabulary
Determine/clarify meaning of unknown/multiple-meaning words/phrases	Unknown/multiple-meaning words/phrases

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read to interpret and understand language/words as it is used in nonfiction texts.
- Identify and define specific vocabulary as it pertains to a nonfiction text.
- Identify Greek and Latin meanings in a chart, in writing, etc. by breaking words into affixes and roots
- Create different words/sentences using vocabulary, roots, and definitions.

1.2 – Informational Text – Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts w/ focus on textual evidence

DOMAIN: *Range of Reading*

STANDARD: C.C.1.2.8.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. *(No Eligible Content)*

Anchor Descriptor: None
      Eligible Content: None

Key Concepts	Key Vocabulary
Reading/Comprehend nonfiction/informational text Read independently and proficiently	Nonfiction/informational text

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read nonfiction texts independently.
- Reading nonfiction/independent texts of students' choosing based upon reading scores.
- Comprehend nonfiction independently.

1.3 - Reading Literature – 8ᵗʰ Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN*: Key Ideas and Details – Theme*

STANDARD: C.C.1.3.8.A - Determine the 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.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.
> **Eligible Content:**
> - **E08.A-K.1.1.2 -** Determine the 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.

Key Concepts	Key Vocabulary
Determine theme/central idea; analyze theme development; include relationship to characters, setting, plot; summarize text	theme, characters, setting, plot, summarize

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Create a written objective summary.
- Create a plot structure map.
- Examine and create a chart of themes in a chosen text, citing chapters in which the themes occur and showing the relationships to characters, setting, and plot.
- Create a written analysis of the development of theme exploring the relationship to the characters, setting, and plot.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
DOMAIN: *Key Ideas and Details – Text Analysis*
STANDARD: C.C.1.3.8.B – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.
        Eligible Content:
    • **E08.A-K.1.1.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Key Concepts	Key Vocabulary
Cite textual evidence, support an analysis	Textual evidence, inferences, conclusions, generalizations

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Identify and cite the textual evidence in a chart using the literary text which supports class discussion of the analysis of the text. • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text in a paragraph or research report. • Highlight important evidence in the text which might support an inference, conclusion, or generalization. • Create a summary which cites textual evidence to support analysis.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	

DOMAIN: *Key Ideas and Details – Literary Elements*

STANDARD: C.C.1.3.8.C - 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.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.
> **Eligible Content:**
> - **E08.A-K.1.1.3 -** 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.

Key Concepts	Key Vocabulary
Analyze dialogue or incidents	Propel Action, Reveal Character, Provoke Decision

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify dialogue or incidents which propel action, reveal aspects of character, or provoke a decision in a chart or written response.
- Highlight dialogue.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Craft and Structure – Point Of View*

STANDARD: C.C.1.3.8.D - 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.

Anchor Descriptor: Demonstrate understanding craft and structure in literature.
> **Eligible Content:**
> • **E08.A-C.2.1.1 -** 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 and humor.

Key Concepts	Key Vocabulary
Determine author's point of view/purpose, Analyze how author acknowledges/responds to conflicting views	Point of View, Purpose, Conflicting Evidence/Viewpoints, Dramatic Irony, Suspense/Humor

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

• Cite evidence to support why two characters with contrasting viewpoints have different perspectives.
• Analyze differing viewpoints through discussion or writing.
• Examine and highlight parts of the text which create suspense or are humorous.
• Create a graphic organizer in which two characters can be clearly analyzed as having different perspectives.
• Illustrate two opposing perspectives by two different characters – how one character sees events VS how the other character sees events.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Craft and Structure – Text Structure*

STANDARD C.C.1.3.8.E - Analyze the development of the meaning through the overall structure of multiple texts.

Anchor Descriptor: Demonstrate understanding of craft and structure in literature.
> **Eligible Content:**
> - **E08.A-C.2.1.2** - Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to the meaning and style.

Key Concepts	Key Vocabulary
Analyze development of meaning in multiple text	Text structure

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Compare/Contrast poetry and fiction using graphic organizers.
- Identify how the form contributes to the meaning or style – can be written or verbal response or use Venn Diagram.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Craft and Structure – Vocabulary*

STANDARD C.C.1.3.8.F - Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.
    Eligible Content:
- **E08.A-V.4.1.1 -** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a list of strategies.
    a. Use context as a clue to the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g. precede, recede, secede).
- **E08.A-V.4.1.2 -** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., verbal irony, puns) in context.
    b. Use the relationship between particular words to better understand each of the words.
    c. Distinguish among connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute)

Anchor Descriptor: Demonstrate understanding of craft and structure in informational texts.
    Eligible Content:
- **E08.A-C.2.1.3** - Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and on tone, including analogies or allusions to other texts.

Key Concepts	Key Vocabulary
Analyze influence of words/phrases	Figurative and connotative meanings, tone, irony, puns, analogies

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Highlight or record examples of figurative language, connotative, and/or technical meanings in a fiction text.
- Create a list of words with similar denotations but different connotations.
- Create a visual demonstrating the connotations of words.
- Create analogies demonstrating the connotations of words.
- Create examples of irony and puns.

1.3 - Reading Literature – 8ᵗʰ Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Integration of Knowledge and Ideas – Sources Of Information*

STANDARD C.C.1.3.8.G - 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 directors or actors.

Anchor Descriptor: None
        Eligible Content: None

Key Concepts	Key Vocabulary
Analyze filmed/live production of story, Evaluate choices made by directors/actors	Text, Script

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Compare/contrast using a Venn Diagram to recognize the differences between the literature and the film version of a text.
- Analyze why the directors or actors chose to portray a character the way he/she did and defend his/her decision in discussion or written response.
- Create a film version of a particular fiction text and create a written a rational for the artistic choices he/she made.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Integration of Knowledge and Ideas – Text Analysis*

STANDARD C.C.1.3.8.H - Analyze how a modern work of fiction draws on themes, patterns or events, or character types from traditional works, including describing how the material is rendered new.

Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among texts.
> **Eligible Content:**
> - **E08.A-C.3.1.1 -** Analyze how a modern work of fiction draws on themes, patterns or events, or character types from traditional *stories*, including describing how the material is rendered new. ___**NOTE:**___ *"Stories" means narration of events told through the text types of stories, drama, and poems.*

Key Concepts	Key Vocabulary
Analyze how modern fiction draws on themes/patterns/events/character types from traditional works	Themes, Characters Types, Traditional Works

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Diagram how a story fits themes, patterns, events, or character types from traditional works (such as Joseph Campbell's Stages of a Hero).
- Create a written response explaining analyzing themes, patterns, events, and/or character types from traditional works.
- Compare/contrast a modern work with an ancient work, identifying what has changed, why, and how the material has been rendered new in a Venn Diagram.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Vocabulary Acquisition and Use – Strategies*

STANDARD C.C.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.
> **Eligible Content:**
- **E08.A-V.4.1.1 -** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a list of strategies.
  - a. Use context as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g. precede, recede, secede).

Key Concepts	Key Vocabulary
Determine/Clarify meaning of unknown/multiple meaning words	Range of Strategies/tools

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read to interpret and understand language/words as they are used in fiction.
- Identify and define specific vocabulary as it pertains to a fiction text.
- Identify Greek and Latin roots and affixes in a chart, in writing, etc.
- Create different words/sentences using vocabulary, roots, and definitions.

1.3 - Reading Literature – 8th Grade - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Vocabulary Acquisition and Use*

STANDARD C.C.1.3.8.J - 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.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.
> **Eligible Content:**
- **E08.A-V.4.1.1 -** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a list of strategies.
  a. Use context as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g. precede, recede, secede).
- **E08.A-V.4.1.2 -** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech (e.g., verbal irony, puns) in context.
  b. Use the relationship between particular words to better understand each of the words.
  c. Distinguish among connotations of words with similar denotations (e.g. bullheaded, willful, firm, persistent, resolute)

Key Concepts	Key Vocabulary
Acquire/use words/phrases, Gather vocabulary knowledge	Grade-appropriate general academic, Domain-specific

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read to interpret and understand language/words as it is used in fiction.
- Identify and define specific vocabulary as it pertains to a fiction.
- Identify Greek and Latin roots and affixes in a chart, in writing, etc.
- Create different words/sentences using vocabulary, roots, and definitions.

1.3 - **Reading Literature – 8th Grade** - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Range of Reading*

STANDARD C.C.1.3.8.K - Read and comprehend literary fiction on grade level, reading independently and proficiently

Anchor Descriptor: None
      Eligible Content: None

Key Concepts	Key Vocabulary
Read and comprehend fiction	Fiction

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*
• Read fiction texts independently. • Read fiction/independent texts of students' choosing based upon reading scores.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory*

STANDARD: C.C.1.4.8.A - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Anchor Descriptor: None
      Eligible Content: None

Key Concepts	Key Vocabulary
Write informative/explanatory texts, Examine a topic, Convey ideas/concepts/info clearly	Informative/Explanatory Texts, Topic, Ideas, Concepts

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory* **-** *Focus*

STANDARD: C.C.1.4.8.B - Identify and introduce the topic clearly, including a preview of what is to follow.

Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selec ction, organization, and analysis of relevant content.
> **Eligible Content**:
> - **E08.C.1.2.1 -** Introduce a topic for the intended audience and preview what is to follow, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.
> **Eligible Content:**
> - **E08.E.1.1.1 -** Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Key Concepts	Key Vocabulary
Identify and Introduce Topic, Preview	Identify, Introduce, Preview

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create an outline and write an introductory paragraph with a clear thesis statement.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory* **-** *Content*

STANDARD: C.C.1.4.8.C - Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension

Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
>   **Eligible Content:**
> - **E08.C.1.2.2 -** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.
>   **Eligible Content:**
> - **E08.E.1.1.2 -** Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

Key Concepts	Key Vocabulary
Develop/Analyze the topic, Include Graphics/media when useful	Relevant, well-chosen facts, Definitions, Concrete Details, Quotations, Examples, Graphics

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Analyze a writing model with effective content.
- Identify details to be included in a graphic organizer and write into body paragraph(s) with fully developed ideas and details.
- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory - Organization*

STANDARD: C.C.1.4.8.D - Organize ideas, concepts, and information in to broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

> **Eligible Content:**
>
> **E08.C.1.2.1 -** Introduce a topic for the intended audience and preview what is to follow, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.
>
> **E08.C.1.2.3 -** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
>
> **E08.C.1.2.6 -** Provide a concluding section that follows from and supports the information or explanation presented.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

> **Eligible Content:**
>
> **E08.E.1.1.1 -** Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
>
> **E08.E.1.1.3 -** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
>
> **E08.E.1.1.6 -** Provide a concluding section that follows from and supports the analysis presented.

Key Concepts	Key Vocabulary
Organize Ideas/concepts/information into broader categories, Use appropriate/varied transitions, Clarify relationships between ideas/concepts, Provide Concluding statement/section	Ideas/concepts/information, Transitions, Conclusion, Format, Audience, Writer's Purpose

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Analyze writing model with effective organization by identifying introduction, conclusion, format, writer's purpose, and intended audience.
- Introduce and conclude an essay/paragraph with a logical order/sequence. Maintain one basic subject with logical transitions in sentences and between paragraphs. Revise writing as necessary.
- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory* **-** *Style*

STANDARD: C.C.1.4.8.E - Write with an awareness of the stylistic aspects of composition.
- Use precise language & domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language
- Establish and maintain a formal writing style.

Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   Eligible Content:
   E08.C.1.2.4 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E08.C.1.2.5 - Establish and maintain a formal style.

Anchor Descriptor: Use knowledge of language and its conventions.
   Eligible Content:
   E08.D.2.1.1 - 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).
   E08.D.2.1.2 - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
   E08.D.2.1.3 - Vary sentence patterns for meaning, reader/listener interest, and style.
   E08.D.2.1.4 - Maintain consistency in style and tone.
   E08.D.2.1.5 - Choose punctuation for effect.
   E08.D.2.1.6 - Choose words and phrases for effect.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.
   Eligible Content:
   E08.E.1.1.4 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E08.E.1.1.5 - Establish and maintain a formal style.

Key Concepts	Key Vocabulary
Use precise language/domain-specific vocabulary to inform/explain, Use sentences of varying lengths/complexities, Create tone/voice through precise language. Establish/maintain formal writing style.	Inform/Explain, Sentences, Formal Writing Style, Active/Passive Voice

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read an example of a piece with effective style.
- Revise essays for varied sentence structure and wording. Require students to begin each sentence within a paragraph with a different word. Have students replace weak "to be" verbs with effective, stronger verbs and specific nouns to improve style.
- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative/Explanatory - Conventions Of Language*

STANDARD: C.C.1.4.8.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
Eligible Content:
E08.D.1.1.1 -Explain the function of verbals (i.e., gerunds, participles, infinitives) in general and their function in particular sentences.
E08.D.1.1.2 -Form and use verbs in the active and passive voice.
E08.D.1.1.3 -Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
E08.D.1.1.4 -Recognize and correct inappropriate shifts in verb voice and mood.
E08.D.1.1.5 -Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
E08.D.1.1.6 -Recognize and correct inappropriate shifts in pronoun number and person.
E08.D.1.1.7 -Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
E08.D.1.1.8 -Recognize and correct inappropriate shifts in verb tense.
E08.D.1.1.9 -Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E08.D.1.1.10 -Correctly use frequently confused words (e.g. to, too, two, there, their, they're).
E08.D.1.1.11 -Ensure subject-verb and pronoun-antecedent agreement.
E08.D.1.2.1 -Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
E08.D.1.2.2 -Use an ellipsis to indicate an omission.
E08.D.1.2.3 -Spell correctly.
E08.D.1.2.4 -Use punctuation (commas, parenthesis, dashes) to set of nonrestrictive/parenthetical elements.
E08.D.1.2.5 -Use punctuation to separate items in a series.

Key Concepts	Key Vocabulary
Demonstrate grade-appropriate conventions	Conventions, English grammar, usage, capitalization, punctuation, and spelling

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Edit/proofread own work, have a parent proofread/edit, peer-edit/proofread.
- Identify, analyze, and correct conventions errors in writing and/or other exercises.
- Identify complex ideas, concepts, and information to be used in an informative/explanatory piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate informative/explanatory product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argumentative*

STANDARD C.C.1.4.8.G - Write arguments to support claims.

Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	**Key Vocabulary**
Write Arguments, Support Claims	Arguments, Claims

Competencies *Describe what students should be able to do (key skills) as a result of this instruction*

- Write to fully and clearly argue an opinion.
- Write an opinion piece with claims which support the argument.
- Identify complex ideas, concepts, and arguments to be used in an opinion/argumentative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and accurate opinion/argumentative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argumentative – Focus*

STANDARD C.C.1.4.8.H - Introduce and state an opinion on a topic.

Anchor Descriptor: Write arguments to support claims with clear reasons and relevant evidence.
    Eligible Content:
    E08.C.1.1.1 -Introduce claim(s) for the intended audience, acknowledge and distinguish claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.
    Eligible Content:
    E08.E.1.1.1 -Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Key Concepts	Key Vocabulary
Intro and State Opinion	Opinion

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read and analyze an example of a well-focused piece.
- Write a focused topic sentence or introduction paragraph and thesis. Revise to make certain the entire essay/paragraph stays on topic.
- Write an opinion piece with claims which support the argument.
- Identify complex ideas, concepts, and arguments to be used in an opinion/argumentative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and an opinion/argumentative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argumentative – Content*

STANDARD C.C.1.4.8.I - Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Anchor Descriptor: Introduce claim(s) for the intended audience, acknowledge and distinguish claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.
  Eligible Content:
  - **E08.C.1.1.2 -** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  Eligible Content:
  - **E08.E.1.1.2 -** Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

Key Concepts	Key Vocabulary
Acknowledge/distinguish claims from alternate/opposing claims, Support claims, Use accurate/credible sources, Demonstrate Understanding	Claims, Logical Reasoning, Relevant Evidence, Accurate/Credible Sources

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Analyze a writing model with effective content.
- List details to be included and write into body paragraph(s) with fully developed ideas and details. Include a counter-argument and support claims.
- Identify complex ideas, concepts, and arguments to be used in an opinion/argumentative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and an opinion/argumentative product.

1.4 - Writing – 8ᵗʰ Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
DOMAIN: *Opinion/Argumentative – Organization*
STANDARD C.C.1.4.8.J - Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
Anchor Descriptor: Introduce claim(s) for the intended audience, acknowledge and distinguish claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.   **Eligible Content:**   • **E08.C.1.1.1 -** Introduce claim(s) for the intended audience, acknowledge and distinguish claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.   • **E08.C.1.1.3 -** Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.   • **E08.C.1.1.5 -** Provide a concluding section that reinforces the claims and reasons presented.   **Anchor Descriptor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.   **Eligible Content:**   • **E08.E.1.1.1 -** Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.   • **E08.E.1.1.3 -** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.   • **E08.E.1.1.6 -** Provide a concluding section that follows from and supports the analysis presented.

Key Concepts	Key Vocabulary
Organize claims w/ reasons and evidence, Clarify relationships w/ words/phrases/clauses, Provide concluding statement	Claims, Counterclaims, Reasons, Evidence

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Analyze writing model with effective organization.
- Introduce and conclude an essay/paragraph with a logical order/sequence. Maintain one basic subject with logical transitions in sentences and between paragraphs. Revise writing as necessary.
- Identify complex ideas, concepts, and arguments to be used in an opinion/argumentative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and an opinion/argumentative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argumentative – Style*

STANDARD C.C.1.4.8.K - Write with an awareness of the stylistic aspects of composition.
- Use precise language & domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language
- Establish and maintain a formal writing style.

Anchor Descriptor: Introduce claim(s) for the intended audience, acknowledge and distinguish claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.
    Eligible Content:
- **E08.C.1.1.4 -** Establish and maintain a formal style.

Anchor Descriptor: Use knowledge of language its conventions.
    Eligible Content:
- **E08.D.2.1.1 -** 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).
- **E08.D.2.1.2 -** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **E08.D.2.1.3 -** Vary sentence patterns for meaning, reader/listener interest, and style.
- **E08.D.2.1.4 -** Maintain consistency in style and tone.
- **E08.D.2.1.5 -** Choose punctuation for effect.
- **E08.D.2.1.6 -** Choose words and phrases for effect.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.
    Eligible Content:
- **E08.E.1.1.4 -** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E08.E.1.1.5 -** Establish and maintain a formal style.

Key Concepts	Key Vocabulary
Write with awareness of style, Use precise language, Use sentences, Create Tone/Voice, Establish/maintain formal writing style	Precise Vocabulary, Tone/Voice, Precise Language Formal Style, Active/Passive Voice

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read an example of a piece with effective style.
- Revise essays for varied sentence structure and wording. Require students to begin each sentence within a paragraph with a different word. Have students replace weak "to be" verbs with effective, stronger verbs and specific nouns to improve style.
- Identify complex ideas, concepts, and arguments to be used in an opinion/argumentative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and an opinion/argumentative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argumentative – Conventions Of Language*

STANDARD C.C.1.4.8.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
   Eligible Content:
   - **E08.D.1.1.1 -** Explain the function of verbals (i.e., gerunds, participles, infinitives) in general and their function in particular sentences.
   - **E08.D.1.1.2 -** Form and use verbs in the active and passive voice.
   - **E08.D.1.1.3 -** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
   - **E08.D.1.1.4 -** Recognize and correct inappropriate shifts in verb voice and mood.
   - **E08.D.1.1.5 -** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
   - **E08.D.1.1.6 -** Recognize and correct inappropriate shifts in pronoun number and person.
   - **E08.D.1.1.7 -** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   - **E08.D.1.1.8 -** Recognize and correct inappropriate shifts in verb tense.
   - **E08.D.1.1.9 -** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
   - **E08.D.1.1.10 -** Correctly use frequently confused words (e.g. to, too, two, there, their, they're).
   - **E08.D.1.1.11 -** Ensure subject-verb and pronoun-antecedent agreement.
   - **E08.D.1.2.1 -** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   - **E08.D.1.2.2 -** Use an ellipsis to indicate an omission.
   - **E08.D.1.2.3 -** Spell correctly.
   - **E08.D.1.2.4 -** Use punctuation (commas, parenthesis, dashes) to set of nonrestrictive/parenthetical elements.
   - **E08.D.1.2.5** - Use punctuation to separate items in a series.

Key Concepts	Key Vocabulary
Demonstrate grade appropriate conventions	English grammar, capitalization, punctuation, and spelling

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Edit/proofread own work, have a parent proofread/edit, peer-edit/proofread
- Identify, analyze, and correct conventions errors in writing and/or other exercises.
- Identify complex ideas, concepts, and arguments to be used in an opinion/argumentative piece of writing.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and an opinion/argumentative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
DOMAIN: *Narrative*	
STANDARD C.C.1.4.8.M - Write narratives to develop real or imagined experiences or events.	
Anchor Descriptor: None **Eligible Content:** None	
Key Concepts	**Key Vocabulary**
Write narratives, Develop real/imagined events	Write narratives
Competencies *Describe what students should be able to do (key skills) as a result of this instruction*	

- Create a written narrative story following the writing process.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and a narrative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative* **-** *Focus*

STANDARD C.C.1.4.8.N - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

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

> **Eligible Content:**
> - **E08.C.1.3.1-** Engage and orient the reader by establishing a context and points of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain controlling point.

Key Concepts	Key Vocabulary
Engage reader, Orient reader, Establish context/point of view, Introduce narrator/characters	Context, Point of View, Narrator, Characters

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read a piece with well-developed point of view, narrator, and/or characters.
- Write a piece which engages the readers in a clearly focused plot, maintaining a consistent point of view.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and a narrative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative - Content*

STANDARD C.C.1.4.8.O - Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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

Eligible Content:

- **E08.C.1.3.2 -** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **E08.C.1.3.4 -** Use precise words or phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Key Concepts	Key Vocabulary
Use narrative techniques, Develop Experiences/events/characters, Use precise words/phrases, descriptive details, sensory language, Capture action, Convey experiences/events	Dialogue, Descriptions, Reflection, Pacing, Events, Characters, Descriptive Details, Sensory Language

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read an exemplar with good examples of dialogue, pacing, description, sensory language, and/or reflection.
- Write a piece which includes dialogue, pacing, description or reflection.
- Revise piece to strengthen style in these areas.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and a narrative product.

1.4 - Writing – 8ᵗʰ Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative - Organization*

STANDARD C.C.1.4.8.P - Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationship among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

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

    Eligible Content:
- **E08.C.1.3.1 -** Engage and orient the reader by establishing a context and points of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain controlling point.
- **E08.C.1.3.3 -** Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.
- **E08.C.1.3.5 -** Provide a conclusion that flows from and reflects on the narrated experiences or events.

Key Concepts	Key Vocabulary
Organize event sequence, Use transition words/phrases/clauses, Signal shifts from one time frame to another, Show relationships, Provide conclusion	Event Sequence, Transition words/phrases/clauses Relationships, Conclusion

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read and analyze an exemplar which demonstrates effective organization in narrative writing.
- Create a piece with a variety of transitional phrases to pace the narrative or signal shifts in timeframe.
- Write a conclusion to a narrative piece which reflects on the experiences/events.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and a narrative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative* **-** *Style*

STANDARD C.C.1.4.8.Q - Write with an awareness of the stylistic aspects of writing.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language.

Anchor Descriptor: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
  Eligible Content:
   - **E08.C.1.3.4 -**Use precise words or phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Anchor Descriptor: Use knowledge of language and its conventions.
  Eligible Content:
   - **E08.D.2.1.1 -**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).
   - **E08.D.2.1.2 -**Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
   - **E08.D.2.1.3 -**Vary sentence patterns for meaning, reader/listener interest, and style.
   - **E08.D.2.1.4 -**Maintain consistency in style and tone.
   - **E08.D.2.1.5 -**Choose punctuation for effect.
   - **E08.D.2.1.6 -**Choose words and phrases for effect.

Key Concepts	Key Vocabulary
Write with awareness of style, Use verbs in active/passive voice, Use sentences, Create tone/voice	Passive/Active Voice Verbs, Conditional/Subjunctive Mood

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read and analyze an example of a piece with effective style.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects
- Revise essays for varied sentence structure and wording. Require students to begin each sentence within a paragraph with a different word. Have students replace weak "to be" verbs with effective, stronger verbs and specific nouns to improve style.
- Revise essays for use of descriptive detail and to include sensory language.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and a narrative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative – Conventions*

STANDARD C.C.1.4.8.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
  Eligible Content:
  - **E08.D.1.1.1 -** Explain the function of verbals (i.e., gerunds, participles, infinitives) in general and their function in particular sentences.
  - **E08.D.1.1.2 -** Form and use verbs in the active and passive voice.
  - **E08.D.1.1.3 -** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - **E08.D.1.1.4 -** Recognize and correct inappropriate shifts in verb voice and mood.
  - **E08.D.1.1.5 -** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - **E08.D.1.1.6 -** Recognize and correct inappropriate shifts in pronoun number and person.
  - **E08.D.1.1.7 -** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - **E08.D.1.1.8 -** Recognize and correct inappropriate shifts in verb tense.
  - **E08.D.1.1.9 -** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
  - **E08.D.1.1.10 -** Correctly use frequently confused words (e.g. to, too, two, there, their, they're).
  - **E08.D.1.1.11 -** Ensure subject-verb and pronoun-antecedent agreement.
  - **E08.D.1.2.1 -** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - **E08.D.1.2.2 -** Use an ellipsis to indicate an omission.
  - **E08.D.1.2.3 -** Spell correctly.
  - **E08.D.1.2.4 -** Use punctuation (commas, parenthesis, dashes) to set of nonrestrictive/parenthetical elements.
  - **E08.D.1.2.5** - Use punctuation to separate items in a series.

Key Concepts	Key Vocabulary
Demonstrate appropriate command of conventions	English grammar, usage, capitalization, punctuation, and spelling

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Edit/proofread own work, have a parent proofread/edit, peer-edit/proofread
- Identify, analyze, and correct conventions errors in writing and/or other exercises.
- Create a final written work that displays proper organizational patterns, language, and writing techniques.
- Create portfolios that include a variety of texts, projects, and evaluations create a clear and a narrative product.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Response to Literature*

STANDARD C.C.1.4.8.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

Anchor Descriptor: Draw evidence from literary o or informational texts to support analysis, reflection, and research.

Eligible Content:

- **E08.E.1.1.1 -**Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **E08.E.1.1.2 -**Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
- **E08.E.1.1.3 -**Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **E08.E.1.1.4 -**Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E08.E.1.1.5 -**Establish and maintain a formal style.
- **E08.E.1.1.6 -**Provide a concluding section that follows from and supports the analysis presented.

Key Concepts	Key Vocabulary
Draw evidence to support analysis, reflection, and research	Analysis, Reflection, Research

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Read and analyze an effective exemplar of this particular type of writing.
- Read a selected literary piece and offer analysis, citing evidence from the piece. Students should follow all rules taught for previous writing types including using effective content, organization, style, and conventions.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Production and Distribution of Writing – WRITING PROCESS*

STANDARD C.C.1.4.8.T - 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.

Anchor Descriptor: None
    Eligible Content: None

Key Concepts	Key Vocabulary
Develop and strengthen writing as needed	Planning, Revising, Editing, Rewriting

Competencies
Describe what students should be able to do (key skills) as a result of this instruction

- Plan/Brainstorm using a graphic organizer.
- Peer Edit/Proofread.
- Parent Edit/Proofread.
- Teacher Edit/Proofread.
- Edit a poor example in class.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
DOMAIN: *Technology and Publication*	
STANDARD C.C.1.4.8.U - 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.	
Anchor Descriptor: None 　　**Eligible Content:** None	
Key Concepts	**Key Vocabulary**
Use technology to produce/publish/present, Interact and collaborate with others	Produce, publish, and present relationships between info/ideas
Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*	
- Create essays using Microsoft Word or other programs on computers at home and/or at school. Students effectively format their work using the MLA handbook style. - Create various presentations utilizing technology such as Microsoft Powerpoint and Prezi. - Collaborate and create presentations.	

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
DOMAIN: *Conducting Research*
STANDARD C.C.1.4.8.V -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.
Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	Key Vocabulary
Conduct short research projects to answer a question, Draw on several sources, Generate related questions	Research, Sources, Generate questions

Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*
- Identify and research a topic of student's choosing, writing a research report in the MLA handbook format.   - Use research to support other written assignments and presentations.   - Research answers to various other problems as needed in subject.   - Create questions to be researched in library.

1.4 - Writing – 8ᵗʰ Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Credibility, Reliability, and Validity of Sources*

STANDARD C.C.1.4.8.W - 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.

Anchor Descriptor: None
    Eligible Content: None

Key Concepts	Key Vocabulary
Gather relevant information from multiple sources, Use search terms effectively, Assess credibility/accuracy, Quote/paraphrase the data/conclusions, Avoid plagiarism, Follow standard format for citation	Sources, Search Terms, Credibility, Quote/Paraphrase, Plagiarism, Citation, Bias

Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*

- Identify a topic and research a topic of student or teacher's choosing, writing a research report in the MLA handbook format.
- Identify and define plagiarism, avoiding it in all written assignments.
- Evaluate sources for bias and credibility.
- Cite the proper information in a correctly formatted Works Cited.
- Cite sources on all projects.
- Cite evidence by using quotations and paraphrasing information for other assignments.

1.4 - Writing – 8th Grade - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Range of Writing*

STANDARD C.C.1.4.8.X - 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.

Anchor Descriptor: None
       Eligible Content: None

Key Concepts	Key Vocabulary
Write routinely over extended time frames and short time frames	Purpose, Audience, Time-frames

Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*

- Create and write informational, expository, opinion, argumentative, literary analysis, and narrative pieces over various time frames.
- Create effective written journal responses with clear purpose and audience.
- Create paragraph summaries.

1.5 Speaking and listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
DOMAIN: *Comprehension and Collaboration—Collaborative Discussion*
STANDARD: CC.1.5.8.A - Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	Key Vocabulary
Engage in a range of collaborative discussions, Build on ideas , Express ideas clearly	Collaboration, Expression
Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*	

- Examine and discuss various questions, topics, texts, and issues in groups while all members express their ideas and collaborate for a common answer.

1.5 Speaking and listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
DOMAIN: *Comprehension and Collaboration—Evaluating Information*
STANDARD: CC.1.5.8.B - Analyze the purpose of information presented in diverse media formats (e.g. Visually, quantitatively, orally, and evaluate the motives - social, commercial, political) behind its presentation.
Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	Key Vocabulary
Analyze purpose of info in diverse media formats	Visually, Quantitatively, Orally, Motives – social, commercial, political
Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*	

- Analyze film, propaganda, and commercials visually, quantitatively, and orally.
- Identify motives behind diverse media including social, commercial, and political.
- Create written analyses about various media.

1.5 Speaking and listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Comprehension and Collaboration—Critical Listening*

STANDARD: CC.1.5.8.C - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	Key Vocabulary
Delineate speaker's argument & claims, Evaluate soundness of reasoning	Reasoning, Relevance, Sufficiency of Evidence

Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*

- Actively listen to argument within class, and engage in class discussion and debate.
- Evaluate the speech of classmates during presentations for reasoning, relevance, and sufficiency of evidence.

1.5 Speaking and listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Presentation of Knowledge and Ideas – Purpose, Audience, And Task*

STANDARD: CC.1.5.8.D - 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.

Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	Key Vocabulary
Present claims/findings, Emphasize points, Use eye contact, adequate volume, clear pronunciation	Claims/Findings, Relevant Evidence, Valid Reasoning, Well-Chosen Details

Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*

- Create a presentation to share claims, findings, and other important points while including relevant evidence, valid reasoning, and well-chosen details.
- Use eye contact, adequate volume, and clear pronunciation in presentation.

1.5 Speaking and listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Presentation of Knowledge – Context*

STANDARD: CC.1.5.8.E - Adapt speech to a variety of contexts and tasks

Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	Key Vocabulary
Adapt speech	Contexts, Tasks

Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*

- Analyze the difference between talking to a friend at lunch and talking in front of the classroom during an important presentation.
- Adapt speech to a variety of contexts and tasks by offering a variety of spoken tasks in various contexts.

1.5 Speaking and listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

DOMAIN: *Integration of Knowledge and Ideas – Multimedia*

STANDARD: CC.1.5.8.F - Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Anchor Descriptor: None   **Eligible Content:** None

Key Concepts	Key Vocabulary
Integrate multimedia/visual displays	Add interest, Clarify information, Strengthen claims/evidence

Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*

- Create various multimedia and visual displays such as posters, PowerPoint's, pictures, videos, and other various multimedia to support their presentations to the class about a variety of topics.

1.5 Speaking and listening - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
DOMAIN: *Conventions of Standard English*	
STANDARD: CC.1.5.8.G - Demonstrate command of the conventions of standard English when speaking based on grade 8 level and Content.	
Anchor Descriptor: None **Eligible Content:** None	
Key Concepts	**Key Vocabulary**
Demonstrate command of conventions	Conventions of standard English
Competencies - *Describe what students should be able to do (key skills) as a result of this instruction*	
• Speak with proper English conventions when answering questions, making presentations, and whenever corrected by instructor.	