WGSD Curriculum – English Language Arts
8th Grade
Reading

High Priority Standards (MLS)
8.RL.1.A – Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   8.RL.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.   8.RL.1.C – Interpret visual elements of a text and draw conclusions from them (when applicable).   8.RL.1.D – Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.   8.RL.3.D – Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.   8.RI.1.A – Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.   8.RI.1.B – Determine the meaning of words and phrases as they are using the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.   8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).   8.RI.1.D – Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.   8.RI.3.D – Read and comprehend informational text independently and proficiently.

Learning Goal	Proficiency Scale
Students will be able to read with understanding.	4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content. ● demonstrating the ability to access and utilize meaningful details from a text in order to provide an accurate analysis or infer meaning. ● constructing summaries that concisely reflect the important ideas and information in texts. ● analyzing the development of a theme over the course of a text, including its relationship to story elements and supporting details 2: Student demonstrates he/she is nearing by: ● performing basic processes such as: • using word solving strategies to solve the unknown word. • making inferences supported by textual evidence.

	• summarizing the text. • determining theme or central idea of a text and identify its development. ● recognizing and recalling specific vocabulary, such as: figurative and connotative meaning, word choice, analogies. 1: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets</u>

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
  - 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;
  - use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede);
  - consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;
- 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
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- infer while reading grade level text.
- summarize grade level text.
- be able to judge if a word or phrase is important to comprehension of text.
- recognize elements of story such as flashback, flash forward, and dialogue and how they are used to move the story along.
- determine important events to include in a summary.
- quote evidence from within text as support.
- accurately complete a plot diagram.
- identify author's message as it relates to the theme of text or script.

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Text Elements and Structure

High Priority Standards (MLS)
8.RL.2.A – Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.
8.RL.2.B – Analyze how differences in pints of view of the characters and the audience or reader create dramatic irony.
8.RL.2.C – Analyze how specific word choices and sentence structures contribute to meaning and tone.
8.RL.2.D – Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
8.RL.3.A – 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 of actors.
8.RL.3.B – Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
8.RL.3.C – Explain how themes reflect historical and/or cultural contexts.
8.RI.2.A – Analyze how an author's choice concerning a text's organization or overall structure contribute to meaning.
8.RI.2.B – Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
8.RI.2.C – Analyze how word choice and sentence structure contribute to meaning and tone.
8.RI.2.D – Evaluate the author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RI.3.A – Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
8.RI.3.B – Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.
8.RI.3.C – Explain how the central ideas of text reflect historical and/or cultural contexts.

Learning Goal	Proficiency Scale
Students will be able to analyze what they read.	4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● evaluating how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature. ● critiquing how text structure, language structure, and word choice contributes to meaning and style. ● defining and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ● assessing how characters in literature deal with conflict, solve problems and relate to real-life situations. ● determining an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 2: Student demonstrates he/she is nearing by:

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8th Grade
Text Elements and Structure

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performing basic processes such as:

describing text elements.
comparing and contrasting structure, ideas and information from various sources and genres.
recognizing an author's point of view or purpose in a text and identifying how the author acknowledges and responds to conflicting evidence or viewpoints.

recognizing and recalling specific vocabulary, such as: humor, suspense, connotation, denotation, analogy, verbal, situational and dramatic irony, camera angle, camera focus, delivery, lighting, staged, version, script, and print or digital text.

1: Student demonstrates limited understanding or skill with the learning goal.
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Learning Targets

Students will:
- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.
- understand how an author's viewpoint shapes meaning of the text.
- understand the points of view of narrators and characters in a text.
- be able to identify the purpose of a piece of writing.
- be able to identify the structure of a piece of writing by recognizing signal words or phrases associated with text structure.
- understand structure of drama or poetry and how that structure shapes meaning.
- understand appropriate vocabulary to the genre.
- understand techniques used in various media to enhance meaning.
- identify the differences and similarities in the presentation of a story in different media.
- identify the media technique that is most essential and appropriate to the content.
- understand how choices by the writer or direct impact text or script.
- identify different forms of media and their impacts on the topic.
- evaluate if the media enhanced or distracted from the text or stays faithful to the text or script.
- identify points of view with a text, including conflicting evidence or viewpoints.
- evaluate how a character or audiences point of view creates an intended effect.
- identify the main idea and supporting details within a paragraph.

- determine author's purpose while identifying any author's bias.

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Writing

High Priority Standards (MLS)
8.W.1.A - 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.
8.W.2.A – Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
8.W.2.A.a – Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
8.W.2.A.b - Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
8.W.2.A.c – Develop argumentative texts by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.
8.W.3.A – Review, revise and edit writing with consideration for the task, purpose, and audience.
8.W.3.A.a - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
8.W.3.A.b – Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.
8.W.3.A.c – Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
8.W.3.A.d – Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
8.W.3.A.e – 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.

Learning Goal	Proficiency Scale
Students will be able to write to communicate for a variety of purposes and audiences.	4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: ● producing compositions that convey a clear understanding, clear interpretation of details, and display focus, organization, elaboration and coherence. ● composing narrative, informative, and argumentative writings (not limited to these types of writing) for a specified purpose and audience. ● determining and applying transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● applying precise words and phrases, relevant descriptive details, and sensory language, most applicable for the chosen style of writing, in order to convey intended mood or effect. ● demonstrating grade level-appropriate grammar, spelling, punctuation, capitalization and structure.

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Writing

	2: Student demonstrates he/she is nearing proficiency by: ● performing basic processes such as: 　● composing organized and coherent writing for specific purposes and audiences. 　● demonstrating focus, organization, and elaboration in relation to purpose and audience. ● recognizing and recalling specific vocabulary, such as: participial phrases, infinitive phrases, adjective clauses, adverb clauses, gerunds, participles, infinitives, counterclaim, evidence, logical, opposing, valid reasoning, cause/effect, action, character, clause, convey, description, engage, experience, logical, narrator, orient, precise, reflection, relationship, relevant, setting, technique, time frame. 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:
- evaluate and analyze nonfiction sources to create and support a claim.
- develop an argument to support a claim using logical evidence from a credible source.
- revise their argument for clarity and accuracy.
- introduce topic by constructing a thesis statement to direct the writing.
- use strategies to logically organize ideas and details, i.e. compare/contrast or cause/effect.
- identify transitions to create cohesion.
- use precise language – domain-specific language to inform and explain about the topic.
- maintain a formal style.
- provide a conclusion.
- use technology as a tool to further learning.
- include elements of a short story within their narrative (plot, character, setting, etc.).
- complete a graphic organizer, as needed.
- apply narrative elements within the piece, such as; dialogue, pacing, description, and reflection to develop the story line.
- write using sensory detail, precise language, and vivid details.
- explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- form and 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).
- recognize and correct inappropriate shifts in verb voice and mood.

- ▪ use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- ▪ use an ellipsis to indicate an omission.
- ▪ spell correctly.

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Research

High Priority Standards (MLS)

8.W.1.A – Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. 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.

Learning Goal	Proficiency Scale

Students will be able to acquire, assess and communicate information.	**4:** Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
	
	3: Student demonstrates mastery with the learning goal as evidenced by:
	● conducting short grade-appropriate research projects to answer a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	● searching and gathering relevant information from multiple sources.
	● evaluating sources for validity and point of view.
	● applying a standard format for citation.
	
	2: Student demonstrates he/she is nearing by:
	● performing basic processes such as:
	  ● applying basic formats for documenting sources.
	  ● paraphrasing data from sources.
	  • demonstrating each step of the research process (develop research questions, locate appropriate sources, record information related to topic, and/or form questions not answered in current sources).
	● recognizing and recalling specific vocabulary, such as: avenue of exploration, focused question, related, research project.
	
	1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:
- access a variety of research materials.
- refine research question to focus topic.
- generate questions in order to focus topic.
- follow MLA format when citing evidence.

- maintain focus and self-direction when emerged in research.

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Speaking and Listening

High Priority Standards (MLS)
8.SL.1.A – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 8.SL.1.B – Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 8.SL.1.C – Acknowledging new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented. 8.SL.2.A – Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace. 8.SL.2.B – Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners. 8.SL.2.C – Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Goal	Proficiency Scale
Students will be able to share their thoughts with others by speaking and listening.	4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal. 3: Student demonstrates mastery with the learning goal as evidenced by: - analyzing the purpose of the information presented in media and diverse formats (visually, quantitatively, and orally). - evaluating the motives of the speaker's/media's presentation. - evaluating the reasoning, relevance, and sufficiency of the evidence, including identifying when irrelevant evidence is introduced. - articulating claims and findings in an organized manner using relevant descriptions, sound valid reasoning, and well-chosen details. - expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience. - integrating multimedia and visual displays for effective presentation. 2: Student demonstrates he/she is nearing proficiency by: - performing basic processes such as: - summarizing ideas from oral presentations or reading. - reporting on a topic or text or presenting an opinion using appropriate facts and details for the

	intended purpose and message within an organizational format. ● evaluating the logic of the speaker's/media's reasoning. ● recognizing and recalling specific vocabulary, such as: collaboration, relevant, quantitatively, orally, social, commercial, political, jargon, rhetoric. 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- maintain eye contact, adequate volume and clear pronunciation while speaking and listening.
- use multimedia features in order to enhance the presentation.
- adapt presentations for a variety of audience (content & speech)
- identify important information for the presentation, appropriate to the intended audience. take notes on a speech or audio-visual presentation.
- identify possible bias within the presentation.
- identify jargon and emotional appeals
- evaluate the presentation based on logic
- determine whether the argument is based in evidence or rhetoric.
- participate in defined individual roles as needed.
- understand proper etiquette for discussion, (carefully listening, formulating responses, self-monitoring responses, etc.)
- perform necessary research in preparation for discussion.
- use relevant evidence in order to formulate responses.