

Northwestern Lehigh School District
LANGUAGE ARTS - GRADE 8
School Board Approval Date: April 20, 2022

Reading Literature					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response? How do readers know what to believe? How does a readers' purpose influence how text should be read? What creative elements do writers use to make writing interesting? How can structure change throughout texts?	Students will... • (Theme) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot; provide an objective summary of the plot. • (Text analysis) 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. • (Literary Elements) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision. (Dialogue; Characterization) • Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. • Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. • Analyze the influence of the words and phrases in a text including figurative and	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F		The following materials MAY be used, but are not all-inclusive: - Novels/excerpts - Appropriate grade-level short stories - CommonLit - Newsela	

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How can various points of view in a story impact the reader? How does what readers read influence how they should read it? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	connotative meanings and how they shape meaning and tone. • (Sources of information) 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. • (Text analysis) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. • (Strategies) 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. • Read and comprehend literary fiction, reading independently and proficiently. • (Vocabulary Acquisition and Use) Acquire and accurately use general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.3.8.G CC.1.3.8.H CC.1.3.8.I CC.1.3.8.K CC.1.3.8.J			
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Speaking and Listening					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear? How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?	Students will... - engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly. - delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. - analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. - 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. - adapt speech to a variety of contexts and tasks - integrate multimedia and visual displays into presentations to add interest, clarify	CC.1.5.8.A CC.1.5.8.B CC.1.5.8.C CC.1.5.8.D CC.1.5.8.E CC.1.5.8.F			

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	information, and strengthen claims and evidence. • demonstrate a command of the conventions of standard English when speaking.	CC.1.5.8.G			
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Informational Text & Structure/Craft & Structure					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
How do readers know what to believe in what they read, hear, and view? How does one develop and refine vocabulary? What is this text really about? How do we know what to believe? How does interaction with text provoke thinking and response? How does what readers read influence how they should read it? How does a readers' purpose influence how text should be read? Why learn new words? What strategies and resources do I use to	Students will... • (Main idea) 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. • (Text evidence) 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. • (Text analysis) Analyze how a text makes connections among and distinctions between individuals, ideas, or events. • (Point of View) 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 • (Text structure) Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.D CC.1.2.8.E		The following materials MAY be used, but are not all-inclusive: - NewsELA - Readworks.org - Novels/excerpts	

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figure out unknown vocabulary? How do strategic readers create meaning from informational and literary text?	• (Vocabulary) Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. • (Diverse media) Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. • (Evaluating Arguments) Evaluate the author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. • (Analysis Across Texts) 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. • Acquire and accurately use general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. • 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. • Read and comprehend literary non-fiction and informational text on	CC.1.2.8.F CC.1.2.8.G CC.1.2.8.H CC.1.2.8.I CC.1.2.8.J CC.1.2.8.K CC.1.2.8.L			
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	grade level, reading independently and proficiently				
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Writing: Narratives, Informative & Argumentative					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
What role does writing play in our lives? How do we develop into effective writers? To what extent does the writing process contribute to the quality of writing? How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose, and audience?	Students will... Informative/Explanatory Writing: • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. • Identify and introduce the topic clearly, including a preview of what is to follow. • 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 aid comprehension. • Organize ideas, concepts, and information into 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 aid comprehension.	CC.1.4.8.A CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D			

	• Write with an awareness of the stylistic aspects of composition. ◦ Use precise language and 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 style. Opinion/Argumentative Writing • Write arguments to support claims. • Introduce and state an opinion on a topic. • Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. • Organize the claim(s) with clear reasons and evidence clearly; 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.	CC.1.4.8.E CC.1.4.8.G CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J			
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	• Write with an awareness of the stylistic aspects of composition. - o Use precise language and domain-specific vocabulary to inform about or explain the topic. - o Use sentences of varying lengths and complexities. - o Create tone and voice through precise language. - o Establish and maintain a formal style. • Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Narrative Writing: • Write narratives to develop real or imagined experiences or events. • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • 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. • Organize an event sequence that unfolds naturally and logically using a variety of transition words,	CC.1.4.8.K			
		CC.1.4.8.L			
		CC.1.4.8.M			
		CC.1.4.8.N			
		CC.1.4.8.O			
		CC.1.4.8.P			

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	phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. ● 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. ● Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.8.Q				
		CC.1.4.8.R				

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	Technology and Publication • 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. CC.1.4.8.U			
	Conducting Research • 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. CC1.4.8.V			
	Credibility, Reliability, and Validity of Sources • 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. CC.1.4.8.W			
	Range of Writing • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day CC.1.4.8.X			

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	or two) for a range of discipline-specific tasks, purposes, and audiences.				
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