



Cherokee
County
School
District

Teaching & Learning Standards

8th GRADE

English Language Arts



8th Grade

English Language Arts



Year Long English Language Arts Standards:

Reading Literary

RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Informational

RI10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing

W10: 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.

Language

L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

SL1c: Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas

Semester 1 (August – December)

Unit 1 – Theme/Point of View/Narrative (7 Weeks)

Overarching Standards for Unit 1

Reading Literary

- RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL2:** Determine a theme and/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.
- RL6:** Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing

- W3a:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Language

- L1a:** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L6:** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL1c:** Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL4:** 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.

Supporting Standards for Unit 1

Reading Literary

- RL3:** 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.
- RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Writing

- RL9:** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.
- W3b:** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W3e:** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
- W9a:** Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Language

- L4a:** 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.
- L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L4c:** 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.
- L4d:** 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).
- L5a:** Interpret figures of speech (e.g. verbal irony, puns) in context.

Speaking and Listening

- SL1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL1b:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
- SL5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Unit 2 – Evidence/Argumentative (5 Weeks)

Overarching Standards for Unit 2

Reading Informational

- RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on.

Writing

- W1a:** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W1b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

- L1d:** Recognize and correct inappropriate shifts in verb voice and mood.
- L3a:** 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).
- L6:** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL1c:** Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

Supporting Standards for Unit 2

Reading Informational

- RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI8:** 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.

Writing

- W1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W1e:** Provide a concluding statement or section that follows from and supports the argument presented.
- W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W6:** 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.
- W8:** 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.
- W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

- L1b:** Form and use verbs in the active and passive voice.
- L1c:** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L2a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L2b:** Use an ellipsis to indicate an omission.
- L2c:** Spell correctly.
- L4a:** 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.
- L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L4c:** 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.
- L4d:** 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).
- L5b:** Use the relationship between particular words to better understand each of the words.
- L5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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Speaking and Listening

- SL1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL1b:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify, or justify their own views and understanding in light of the evidence presented.

Unit 3 – Text Structure/Informational/Organization (6 Weeks)

Overarching Standards for Unit 3

Reading Informational

- RI2:** 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.
- RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI6:** 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.

Writing

- W2a:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Language

- L6:** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL1c:** Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas.

Supporting Standards for Unit 3

Reading Informational

- RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI8:** 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.

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Language

- L4a:** 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.
- L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L4c:** 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.
- L4d:** 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).

Speaking and Listening

- SL1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL1b:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

Semester 2 (January – May)

Unit 4 – Rhetoric/Informational (6 Weeks)

Overarching Standards for Unit 4

Reading Informational

RI2: 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.

Writing

W2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Language

L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

SL1c: Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas

SL4: 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.

Supporting Standards for Unit 4

Reading Informational

RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

W2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W2e: Establish and maintain a formal style.

- W2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W6:** 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.
- W7:** 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.
- W8:** 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.

Language

- L2a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L2b:** Use an ellipsis to indicate an omission.
- L2c:** Spell correctly.
- L4a:** 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.
- L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L4c:** 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.
- L4d:** 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).

Speaking and Listening

- SL1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL1b:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
- SL2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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- SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Unit 5 – Paired Passages/Compare & Contrast/Narrative (7 Weeks)

Overarching Standards for Unit 5

Reading Literary

- RL5:** 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.
- RL6:** Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing

- W3a:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Language

- L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L6:** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL1c:** Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.

Supporting Standards for Unit 5

Reading Literary

- RL3:** 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.
- RL7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Writing

- W3b:** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W3c:** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

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- W3d:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W3e:** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

Speaking and Listening

- SL1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL1b:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

Unit 6 – Culminating/Argumentative (5 Weeks)

Overarching Standards for Unit 6

Reading Informational

- RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI2:** 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.

Writing

- W1b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Language

- L6:** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL1c:** Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL4:** 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.

Supporting Standards for Unit 6

Reading Informational

- RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI8:** 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.

Writing

- W1c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W1d:** Establish and maintain a formal style.
- W1e:** Provide a concluding statement or section that follows from and supports the argument presented
- W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W6:** 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.
- W7:** 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.
- W8:** 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.
- W9b:** Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Language

- L2a:** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L2b:** Use an ellipsis to indicate an omission.
- L2c:** Spell correctly.
- L4a:** 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.
- L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L4c:** 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.
- L4d:** 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).
- L5b:** Use the relationship between particular words to better understand each of the words.
- L5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Speaking and Listening

- SL1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL1b:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL1d:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.
- SL2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)