

Grade Eight ELA / Reading: Literature

Anchor Standard <ol style="list-style-type: none"> <i>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> <i>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> <i>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i> 		
Strand <i>Reading: Literature</i>		
Topic <i>Key Ideas and Details</i>	Pacing	
Standard Statement <ol style="list-style-type: none"> <i>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i> Learning Targets: <ul style="list-style-type: none"> I can read closely and find explicit answers in text and answers that require an inference. I can determine textual evidence that most strongly supports my analysis. <i>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i> Learning Targets: <ul style="list-style-type: none"> I can determine a theme of a text and how the author achieves his/her purpose using literary elements over the course of a text. I can explain the relationship between a text's theme and its characters/setting/plot. I can write an objective summary of the text (free from personal feelings or opinions). <i>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</i> Learning Targets: <ul style="list-style-type: none"> I can identify dialogue and incidents that propel action, reveal aspects of character, or provoke a decision. I can analyze how a particular line of dialogue in a story or drama 	Content Elaborations <p>The focus of this topic, Key Ideas and Details, is the understanding that while the emphasis for grade 8 is still on citing text evidence in order to analyze text, the evidence itself is the primary focus. Choosing the best evidence as well as knowing why the evidence is the best now becomes the focus. Readers continue to use tools to analyze literary text and strengthen their comprehension and critical thinking skills. They analyze how the elements of setting and plot affect characters. They are able to support their understandings with specific details from the text. This analysis enables readers to infer (draw a conclusion arrived at from logical reasoning) the overall theme of the text. In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.</p>	

<p>propels the action, reveals aspects of a character, or provokes a decision.</p> <ul style="list-style-type: none"> I can analyze how an incident in a story or drama propels the action, reveals aspects of a character, or provokes a decision. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> textual evidence cite explicit literary elements inference summary dialogue 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> analyze inference objective
<p>Formative Assessments</p> <ul style="list-style-type: none"> Entrance or exit slips Reading responses Discussions 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Standardized assessments
<p>Resources</p> <ul style="list-style-type: none"> Write Source materials Teacher created materials Common grade level texts Appendix B in Common Core 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> Text complexity Acceleration Comparative analysis
<p>Integrations</p>	<p>Intervention Strategies</p> <ul style="list-style-type: none"> Think aloud Modeling reading strategies

Grade Eight ELA / Reading: Literature

Anchor Standard 4. <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i> 5. <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i> 6. <i>Assess how point of view or purpose shapes the content and style of a text.</i>		
Strand <i>Reading: Literature</i>		
Topic <i>Craft and Structure</i>	Pacing	
Standard Statement 4. <i>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</i> Learning Targets: <ul style="list-style-type: none"> I can identify various forms of figurative language. I can distinguish between literal language and figurative language. I can distinguish between denotative and connotative meanings. I can analyze why authors choose specific words to evoke a particular meaning or tone. I can analyze how authors use particular analogies or allusions to other texts. 5. <i>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</i> Learning Targets: <ul style="list-style-type: none"> I can compare and contrast the structures used in two or more texts. I can analyze the differing structures of two or more texts and determine how the differences affect the overall meaning and style of each. I can infer why an author chose to present his/her text using a particular structure. 	Content Elaborations The focus of this topic, Craft and Structure, is the understanding that readers extend meaning by analyzing figurative and connotative meanings of words. Readers also extend meaning by analyzing the impact of an author's word choice including analogies (comparison of similar, familiar things) and allusions (intentional references). This topic also focuses on text structure but does so by comparing and contrasting different text structures and analyzing the differences between the two. When comparing and contrasting text structures, students will need to define an author's style or distinctive manner of expression. An author can distinguish himself by his/her use of language (heavy or nonuse of figurative language), literary elements (an explosive resolution) and/or literary techniques (use of flashback and foreshadowing). An author's use of point of view can also create different effects. In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.	

<p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words. • I can recognize how the points of view of characters and audience or reader can be different. • I can analyze how differing points of view can create various effects. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • figurative language • literal language • denotation • connotation • tone • analogy • allusion • point of view 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • analyze • infer • compare • contrast • text structure
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Entrance or exit slips • Reading responses • Discussions 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Standardized assessments
<p>Resources</p> <ul style="list-style-type: none"> • Write Source materials • Teacher created materials • Common grade level texts • Appendix B in Common Core 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Text complexity • Acceleration • Comparative analysis
<p>Integrations</p>	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Think aloud • Modeling reading strategies • Text complexity

Grade Eight ELA / Reading: Literature

Anchor Standard 7. <i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i> 8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i> 9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>	
Strand <i>Reading: Literature</i>	
Topic <i>Integration of Knowledge and Ideas</i>	Pacing
Standard Statement 7. <i>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</i> Learning Targets: <ul style="list-style-type: none"> • I can compare and contrast a filmed or live production of a story or drama and the original text or script. • I can identify various techniques used in a filmed or live production of a story or drama. • I can analyze how various techniques used in a filmed or live production of a story or drama can add to or change the experience of the audience. • I can evaluate why directors choose to stay faithful to or depart from a text and/or script. 8. <i>(Not applicable to literature)</i> 9. <i>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</i> Learning Targets: <ul style="list-style-type: none"> • I can identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction. • I can compare and contrast traditional themes, events, or characters to 	Content Elaborations <p>The focus of this topic, Integration of Knowledge and Ideas, is the reader's analysis of an author's craft and style. How an author makes use of traditional and biblical literature when creating a new work requires an examination of the author's use of literary elements (e.g., updated settings, modern language, modern interpretation). Students will need to analyze the different versions of text in order to evaluate how one version is different or better than the other.</p> <p>In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).</p>

<p>modern interpretations of the same themes, events, or characters.</p> <ul style="list-style-type: none"> • I can analyze and describe how authors of modern works of fiction draw on traditional themes, events, or characters and render them new. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • theme • modern work of fiction • render 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • compare • contrast • analyze • reading strategy • comprehension
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Entrance or exit slips • Reading responses • Discussions 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Standardized assessments
<p>Resources</p> <ul style="list-style-type: none"> • Write Source materials • Teacher created materials • Common grade level texts • Appendix B in Common Core 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Text complexity • Acceleration • Comparative analysis
<p>Integrations</p>	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Think aloud • Modeling reading strategies

Grade Eight ELA / Reading: Literature

Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.	
Strand <i>Reading: Literature</i>	
Topic <i>Range of Reading and Level of Text Complexity</i>	Pacing
Standard Statement 10. 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. Learning Targets: <ul style="list-style-type: none"> I can use close-reading strategies to help me understand complex texts. I can reread a text to find more information or clarify ideas. 	Content Elaborations <p>The Common Core states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ol style="list-style-type: none"> 1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software) 3. Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)
Content Vocabulary <ul style="list-style-type: none"> reading strategies comprehension complex 	Academic Vocabulary
Formative Assessments <ul style="list-style-type: none"> Entrance or exit slips Reading responses Discussions Student annotated texts 	Summative Assessments <ul style="list-style-type: none"> Standardized assessments

Resources <ul style="list-style-type: none">• Write Source materials• Teacher created materials• Common grade level texts• Appendix B in Common Core	Enrichment Strategies <ul style="list-style-type: none">• Text complexity• Acceleration• Comparative analysis
Integrations	Intervention Strategies <ul style="list-style-type: none">• Think aloud• Modeling reading strategies

Grade Eight ELA / Reading: Informational Text

Anchor Standard <ol style="list-style-type: none"> <i>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> <i>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> <i>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i> 	
Strand <i>Reading: Informational Text</i>	
Topic <i>Key Ideas and Details</i>	Pacing
Standard Statement <ol style="list-style-type: none"> <i>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</i> Learning Targets: <ul style="list-style-type: none"> I can read closely and find explicit answers in text and answers that require an inference. I can determine textual evidence that most strongly supports my analysis. <i>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i> Learning Targets: <ul style="list-style-type: none"> I can determine the central idea of a text and explain how the author achieves his/her purpose using supporting ideas. I can write an objective summary of the text. <i>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</i> Learning Targets: <ul style="list-style-type: none"> I can explain how the individuals, events, and/or ideas in a text relate to one another. I can explain how an author uses comparisons, analogies, or categories to develop a central idea. 	Content Elaborations <p>The focus of this standard, Key Ideas and Details, is the understanding and analysis of text. The distinguishing of textual evidence is important in the analysis (separating text into parts for individual study) of informational text. The reader is looking for the evidence (either directly stated or inferred) that helps the author convey the intended message to the audience. The reader also is tracing the development of the central idea and its relationship to supporting ideas. An author may develop a central idea by making connections in text among and between individuals and events.</p> <p>In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.</p>

Content Vocabulary <ul style="list-style-type: none"> • analysis • explicit • implicit • inference • central idea • objective summary 	Academic Vocabulary <ul style="list-style-type: none"> • textual evidence • analysis • cite • analogy
Formative Assessments <ul style="list-style-type: none"> • Objective summaries (oral or written) • Discussion • Essays 	Summative Assessments <ul style="list-style-type: none"> • Standardized assessments
Resources <ul style="list-style-type: none"> • Write Source materials • Teacher created materials • Appendix B in Common Core • Informational publications 	Enrichment Strategies <ul style="list-style-type: none"> • Text complexity • Acceleration • Comparative analysis
Integrations	Intervention Strategies <ul style="list-style-type: none"> • Explicit teaching of nonfiction text structures, using graphic organizers • Think alouds • Nonfiction summary frames

Grade Eight ELA / Reading: Informational Text

Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.		
Strand <i>Reading: Informational Text</i>		
Topic <i>Craft and Structure</i>	Pacing	
Standard Statement 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Learning Targets: <ul style="list-style-type: none"> I can identify various forms of figurative language. I can distinguish between literal, figurative, and technical language. I can distinguish between denotative and connotative meanings. I can analyze why authors choose specific words to evoke a particular meaning or tone. I can analyze how authors use particular analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. Learning Targets: <ul style="list-style-type: none"> I can recognize the structure of a particular paragraph. I can explain how the sentences work together to develop an idea. 6. 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. Learning Targets: <ul style="list-style-type: none"> I can determine an author's point of view and purpose. 	Content Elaborations The focus of this topic, Craft and Structure, is the understanding that an author's word choice is meant to influence, persuade, and stir the reader's feeling about a topic, as well as to provide clarity and to support the meaning of the text. Readers must understand the use of certain literary terms, such as allusion (indirect reference) and analogy (a comparison of similar things) and the impact that these terms have on a text. Readers also must understand that the structure of a paragraph and the sentences that develop it must give the reader important information that helps the author in conveying the message of the text. The topic sentence of a paragraph should state a general idea that should be developed by facts, statistics, and examples. When crafting text, authors must organize information to achieve a purpose or have a desired impact. Through analysis, readers recognize how an author acknowledges and responds to conflicting evidence and viewpoints. The author's point of view is established through the use of language, organization, and details. In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims, and analyze how an author develops text.	

<ul style="list-style-type: none"> I can analyze how an author acknowledges and responds to conflicting evidence and viewpoints. 	
Content Vocabulary <ul style="list-style-type: none"> figurative language literal language denotation connotative tone point of view/viewpoints analogy allusion technical meaning conflicting evidence 	Academic Vocabulary <ul style="list-style-type: none"> analyze compare/contrast infer text structure
Formative Assessments <ul style="list-style-type: none"> Objective summaries (oral or written) Discussion Essays 	Summative Assessments <ul style="list-style-type: none"> Standardized assessments
Resources <ul style="list-style-type: none"> Write Source materials Teacher created materials Appendix B in Common Core Informational publications 	Enrichment Strategies <ul style="list-style-type: none"> Text complexity Acceleration Comparative analysis
Integrations	Intervention Strategies <ul style="list-style-type: none"> Explicit teaching of nonfiction text structures, using graphic organizers Think alouds Text complexity

Grade Eight ELA / Reading: Informational Text

Anchor Standard 7. <i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i> 8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i> 9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>	
Strand <i>Reading: Informational Text</i>	
Topic <i>Integration of Knowledge and Ideas</i>	Pacing
Standard Statement 7. <i>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</i> Learning Targets: <ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of presenting informational text in different mediums. 8. <i>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i> Learning Targets: <ul style="list-style-type: none"> I can identify the author's claim. I can identify an author's credibility and purpose. I can distinguish between fact and opinion. I can determine whether or not the evidence is sufficient and relevant to support the claim. 9. <i>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</i> Learning Targets: <ul style="list-style-type: none"> I can analyze two or more texts that provide conflicting information. I can identify disagreement on matters of fact or interpretation between two texts of the same topic. 	Content Elaborations The focus of this topic, Integration of Knowledge and Ideas, is the understanding that both print and non-print media can be used to present a message, perspective, and/or argument. When presenting a particular topic or idea, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint. In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance, and analyze accounts of a subject told in different mediums.

Content Vocabulary <ul style="list-style-type: none"> • medium/media • analyze • evaluate • delineate • claim • evidence • relevant • argument • credibility • fact/opinion (interpretation) • sufficient 	Academic Vocabulary <ul style="list-style-type: none"> • medium/media • analyze • evaluate • delineate • claim • evidence • relevant • argument • credibility • fact/opinion (interpretation) • sufficient
Formative Assessments <ul style="list-style-type: none"> • Essays • Discussion • Exit and entrance slips 	Summative Assessments <ul style="list-style-type: none"> • Standardized assessments
Resources <ul style="list-style-type: none"> • Write Source materials • Teacher created materials • Appendix B in Common Core 	Enrichment Strategies <ul style="list-style-type: none"> • Text complexity • Think aloud • Comparative analysis
Integrations	Intervention Strategies <ul style="list-style-type: none"> • Text complexity • Think aloud • Graphic organizer

Grade Eight ELA / Reading: Informational Text

Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.	
Strand <i>Reading: Informational Text</i>	
Topic <i>Range of Reading and Level of Text Complexity</i>	Pacing
Standard Statement 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. Learning Targets: <ul style="list-style-type: none"> I can use close-reading strategies to understand complex texts. I can reread a text to gain deeper understanding and/or clarify ideas. 	Content Elaborations The Common Core states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. <ol style="list-style-type: none"> Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software) Reader and task considerations (motivation, knowledge, experiences, purpose, and complexity of task assigned)
Content Vocabulary <ul style="list-style-type: none"> reading strategies comprehension 	Academic Vocabulary <ul style="list-style-type: none"> literary nonfiction
Formative Assessments <ul style="list-style-type: none"> Discussion Reading responses Entrance and exit slips Student-annotated texts 	Summative Assessments <ul style="list-style-type: none"> Standardized assessments

Resources <ul style="list-style-type: none"> • Write Source materials • Teacher created materials • Appendix B in Common Core 	Enrichment Strategies <ul style="list-style-type: none"> • Text complexity • Think aloud • Acceleration
Integrations	Intervention Strategies <ul style="list-style-type: none"> • Modeling reading strategies • Text complexity • Think aloud

Grade Eight ELA / Writing

Anchor Standard <ol style="list-style-type: none"> <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i> <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i> 		
Strand	Writing	
Topic	Text Types and Purposes	Pacing
Standard Statement <ol style="list-style-type: none"> <i>Write arguments to support claims with clear reasons and relevant evidence.</i> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>Learning Targets:</p> <ul style="list-style-type: none"> I can choose a debatable topic. I can choose a position and support my choice with sufficient and relevant evidence. I can determine the credibility of a source. I can acknowledge and respond to counterclaims. I can write an essay in which I establish and maintain a formal style. I can craft a concluding statement (warrant) that supports my argument. 		Content Elaborations <p>The focus of this topic, Text Types and Purposes, is the understanding that writers develop complete, logically sequenced text with relevant, credible evidence and details while critically acknowledging opposing claims. This evidence can be in the form of facts, examples, details, and/or statistics and should be presented logically so that writers can clarify relationships between and among ideas. In order to convey information best, writers purposefully select and use precise language and domain-specific vocabulary as well as techniques that characterize writing styles and tones, both of which are determined by topic and audience. Writers make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader's emotions or convince the reader to come to the same conclusions about the topic as they have. A writer's use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences speaks to the writer's writing style. The tone or attitude that a writer takes toward a subject also is important. The more convincing a writer is in the feelings and beliefs about the topic or real or imagined experience written about, the likelier it is that a reader will agree with the writer's viewpoint.</p>

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Learning Targets:

- I can choose an appropriate organizational structure that meets my purpose.
- I can write an essay in which I establish and maintain a formal style. (Refer to W.7.2)

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

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follow from and reflects on the narrated experiences or events.

Learning Targets:

<ul style="list-style-type: none"> I can define narrative and use narrative techniques to develop a story. (Refer to W.7.3) 	
Content Vocabulary <ul style="list-style-type: none"> debate counterclaim argument evidence claim credible source organizational structure formatting structure transitions cohesion narrative plot structure dialogue conclusion 	Academic Vocabulary <ul style="list-style-type: none"> debate counterclaim argument evidence claim credible source organizational structure formatting structure transitions cohesion
Formative Assessments <ul style="list-style-type: none"> Writing samples 	Summative Assessments <ul style="list-style-type: none"> Standardized assessments
Resources <ul style="list-style-type: none"> Write Source materials Teacher created materials Appendix B in Common Core Informational publications Writing exemplars 	Enrichment Strategies <ul style="list-style-type: none"> Text complexity Acceleration Comparative analysis Modeling Writing exemplars
Integrations	Intervention Strategies <ul style="list-style-type: none"> Graphic organizers Modeling Writing exemplars

Grade Eight ELA / Writing

Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Strand	Writing	
Topic	Production and Distribution of Writing	Pacing
Standard Statement 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Learning Targets: <ul style="list-style-type: none"> I can develop an organizational plan for my writing. I can compose a clear and logical piece of writing that fits my task, purpose, and audience. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 8 on page 53.) Learning Targets: <ul style="list-style-type: none"> I can use the writing process to produce a strong piece of writing. I can use a variety of strategies to revise and improve my writing. I can edit my writing for proper use of conventions. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Learning Targets: <ul style="list-style-type: none"> I can use technology to produce and publish writing and to interact and collaborate with others. 		Content Elaborations <p>The focus of this topic, Production and Distribution of Writing, is the understanding that writers apply a multistage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances word choice, unity, and the coherence of thoughts, ideas, and details. Text should include appropriate capitalization and punctuation to emphasize intended meaning. Writers should represent organizational structures that summarize, extend, or elaborate on ideas and include evidence of logic, style, voice, word choice, and writing techniques. They also should exhibit a purpose-driven format as well as acknowledgement of sources and graphics, including the Internet, to enhance and validate the final product.</p> <p>In the next grade band, students are expected to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish, and update individual or shared writing products.</p>

Content Vocabulary <ul style="list-style-type: none"> • writing style • purpose • task • audience • revision • edit • publish 	Academic Vocabulary
Formative Assessments <ul style="list-style-type: none"> • Writing samples 	Summative Assessments <ul style="list-style-type: none"> • Standardized assessments
Resources <ul style="list-style-type: none"> • Write Source materials • Teacher created materials • Appendix B in Common Core • Informational publications • Writing exemplars 	Enrichment Strategies <ul style="list-style-type: none"> • Text complexity • Acceleration • Comparative analysis • Modeling • Writing exemplars
Integrations	Intervention Strategies <ul style="list-style-type: none"> • Graphic organizers • Modeling • Writing exemplars

Grade Eight ELA / Writing

Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Strand	Writing	
Topic	Research to Build and Present Knowledge	Pacing
Standard Statement 7. 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. Learning Targets: <ul style="list-style-type: none"> I can focus my research around a central question. I can create additional focused questions that relate to my topic. 8. 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 Targets: <ul style="list-style-type: none"> I can locate and gather credible, relevant information from multiple resources. I can avoid plagiarism by paraphrasing or quoting directly from the text. I can use a standardized format for citations. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> 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.”). 		Content Elaborations <p>The focus of this topic, Research to Build and Present Knowledge, is that writers activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information, they assess whether the evidence is sound and recognize when it is irrelevant. They focus their inquiry and research in order to create new understandings and new knowledge for specific purposes while being careful to quote or paraphrase information of others in order to avoid plagiarism (the stealing or passing off of the ideas or words of another as one’s own). They evaluate this information for accuracy, credibility, and reliability.</p> <p>In the next grade band, students are expected to draw evidence from literary or informational text to support analysis, reflection, and research. Students are expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.</p>

<p>b. 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.”).</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can compose written responses and include textual evidence (“word for word” and/or paraphrase) to strengthen my analysis, reflection, and/or research. (Refer to W.7.9) 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> research central question relevance credible source search terms plagiarism paraphrase citation direct quote analysis textual evidence reflection 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> research central question relevance credible source search terms plagiarism paraphrase citation direct quote analysis textual evidence reflection
<p>Formative Assessments</p> <ul style="list-style-type: none"> Writing samples 	<p>Summative Assessments</p> <ul style="list-style-type: none"> Standardized assessments
<p>Resources</p> <ul style="list-style-type: none"> Write Source materials Teacher created materials Appendix B in Common Core Informational publications Writing exemplars 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> Text complexity Acceleration Comparative analysis Modeling Writing exemplars
<p>Integrations</p>	<p>Intervention Strategies</p> <ul style="list-style-type: none"> Graphic organizers Modeling Writing exemplars

Grade Eight ELA / Writing

Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Strand Writing	
Topic Range of Writing	Pacing
Standard Statement 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Learning Targets: <ul style="list-style-type: none"> I can write for a variety of tasks, multiple purposes, and audiences under varying time constraints. 	Content Elaborations Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. In the next grade band, students are expected to 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 tasks, purposes, and audiences.
Content Vocabulary <ul style="list-style-type: none"> writing format writing style task purpose audience 	Academic Vocabulary <ul style="list-style-type: none"> writing format writing style task purpose audience
Formative Assessments <ul style="list-style-type: none"> Writing prompts and samples 	Summative Assessments <ul style="list-style-type: none"> Standardized assessments

Resources <ul style="list-style-type: none">• Writing prompts• Exemplars	Enrichment Strategies
Integrations	Intervention Strategies <ul style="list-style-type: none">• Writing frames• Graphic organizers

Grade Eight ELA / Speaking and Listening

Anchor Standard <ol style="list-style-type: none"> <i>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i> <i>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i> <i>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i> 		
Strand <i>Speaking and Listening</i>		
Topic <i>Comprehension and Collaboration</i>	Pacing	
Standard Statement <ol style="list-style-type: none"> <i>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>Learning Targets:</p> <ul style="list-style-type: none"> I can prepare for group discussions by reviewing materials and considering key points to share. I can define the roles and rules necessary for collaborative discussion. I can pose questions and connect my comments to others' ideas. I can review key ideas presented in a discussion, and respond appropriately, adjusting my position when necessary. <i>2. Analyze the purpose of information presented in diverse media and</i> 	Content Elaborations <p>The focus of this topic, Comprehension and Collaboration, is the understanding that by applying and adapting effective listening skills to conversational situations, partners and teams will develop new understandings and knowledge as well as accomplish goals and make appropriate contributions. They act responsibly by effectively managing their time, cooperating and contributing to the group process. In order to be an effective listener, focus on and analyze information presented in a variety of formats, they also must apply critical listening skills. Critical listeners focus on the speaker's main ideas or points in order to pose and respond to questions relative to the topic of discussion. They listen for clue words and identify important details. They distinguish between fact and opinion while paraphrasing and summarizing a speaker's information and, when warranted, qualify or justify their own views.</p>	

<p><i>formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can analyze the purpose of a presentation and evaluate the motives behind it. <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify when a speaker has introduced irrelevant evidence while presenting his/her claim. • I can determine when a speaker has provided enough relevant evidence to support his/her claim or argument. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • media • formats • purpose • motive • argument • credibility • claim • fact • opinion • relevant evidence • irrelevant evidence 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • collaborate • elaborate • integrate • warranted • justify
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Class discussions • Observations 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Standardized assessments • Speeches • Debates
<p>Resources</p> <ul style="list-style-type: none"> • Write Source • Teacher created materials 	<p>Enrichment Strategies</p>

Integrations	Intervention Strategies <ul style="list-style-type: none">• Scripts or outlines• One-on-one practice/role playing

Grade Eight ELA / Speaking and Listening

Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Strand <i>Speaking and Listening</i>	
Topic <i>Presentation of Knowledge and Ideas</i>	Pacing
Standard Statement 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Learning Targets: <ul style="list-style-type: none"> I can determine important points and make them the focus of my presentation. I can support my claims with relevant evidence. I can present my information in a logical sequence with effective presentation skills. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Learning Targets: <ul style="list-style-type: none"> I can use visual media to strengthen my claims and evidence and to enhance my presentation. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 language standards 1 and 3 on page 53 for specific expectations.) Learning Targets: <ul style="list-style-type: none"> I can identify my purpose and adjust my language appropriately (code switching). I can recognize when formal English is appropriate. 	Content Elaborations <p>The focus of this topic, Presentation of Knowledge and Ideas, is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose. In considering the audience for a speech, speakers should think about the needs and interests of the audience and ask themselves the following questions:</p> <ol style="list-style-type: none"> How much background knowledge about the topic will the audience need? What details will my presentation need in order to inform as well as keep my audience interested? Is my presentation logical and coherent? <p>Speakers also should have knowledge of and use appropriate speaking strategies that will enable them to effectively present for a variety of purposes, in a variety of situations, and to a variety of audiences. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker to compose and deliver presentations that are engaging, insightful, and articulated in a clear, concise manner and to promote active audience engagement.</p>

Content Vocabulary <ul style="list-style-type: none"> • formal English • conversational English 	Academic Vocabulary <ul style="list-style-type: none"> • clarification • media component • visual display • salient • claim • finding • relevant evidence • coherence • clarification
Formative Assessments <ul style="list-style-type: none"> • Observations • Class discussions • Preparation notes • Practice presentations 	Summative Assessments <ul style="list-style-type: none"> • Standardized assessments • Speeches • Presentations • Debates
Resources <ul style="list-style-type: none"> • Write Source • Teacher created materials 	Enrichment Strategies
Integrations	Intervention Strategies <ul style="list-style-type: none"> • One-on-one presentation/practice • Limited audience • Outlines • Scripts

Grade Eight ELA / Language

Anchor Standard		
<div>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</div> <div>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</div>		
Strand	Language	
Topic	Conventions of Standard English	Pacing
Standard Statement		Content Elaborations
<div>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</div> <div><div>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</div><div>b. Form and use verbs in the active and passive voice.</div><div>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjective mood.</div><div>d. Recognize and correct inappropriate shifts in verb voice and mood.</div></div> <div>Learning Targets:</div> <div><div>I can identify verbals and explain their function.</div><div>I can explain the difference between verbs in the active voice and those in the passive voice.</div><div>I can create sentences with verbs in the active voice.</div><div>I can explain the difference between verbs in the indicative mood, imperative mood, interrogative mood, conditional mood, and subjunctive mood.</div><div>I can create sentences with verbs in the indicative, imperative, interrogative, conditional, and subjective moods.</div><div>I can recognize and correct inappropriate shifts in verb voice and mood.</div></div> <div>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</div> <div><div>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or a break.</div><div>b. Use an ellipsis to indicate an omission.</div><div>c. Spell correctly.</div></div> <div>Learning Targets:</div> <div><div>I can demonstrate command of the conventions of English.</div></div>		<div>The focus of this topic, Conventions of Standard English, is the understanding that knowing and using writing conventions and grammatical structures help students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and to express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation, and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.</div> <div>In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing and to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</div>

<ul style="list-style-type: none"> • I can use punctuation to indicate a pause or a break. • I can use an ellipsis to show that something has been left out in the middle or at the end of a sentence. • I can identify misspelled words and use resources to spell correctly in my writing. 	
Content Vocabulary <ul style="list-style-type: none"> • gerund • participle • infinitive • active voice • passive voice • indicative mood • imperative mood • interrogative mood • conditional mood • subjunctive mood • ellipsis • dash • conventions 	Academic Vocabulary
Formative Assessments <ul style="list-style-type: none"> • Writing samples • Conferences • Entrance/exit slip • Quizzes/tests 	Summative Assessments <ul style="list-style-type: none"> • Standardized assessments • Tests • Writing pieces • FCAs (Focus Correction Areas)
Resources <ul style="list-style-type: none"> • Write Source • Teacher created materials • OWL at Purdue (or other online resources) 	Enrichment Strategies <ul style="list-style-type: none"> • Strunk and White – movement to style • Pacing • Deeper discussion of rhetorical strategies
Integrations	Intervention Strategies <ul style="list-style-type: none"> • One-on-one /small group teaching

Grade Eight ELA / Language

Anchor Standard 3. <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i>	
Strand <i>Language</i>	
Topic <i>Knowledge of Language</i>	Pacing
Standard Statement 3. <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). Learning Targets: <ul style="list-style-type: none"> • I can create text that shows my understanding of conventions. • I can use language effectively to achieve particular effects. 	Content Elaborations Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the postsecondary setting, as well as the workplace, requires effective communication.
Content Vocabulary <ul style="list-style-type: none"> • active voice • passive voice • conditional mood • subjunctive mood 	Academic Vocabulary
Formative Assessments <ul style="list-style-type: none"> • Writing samples • Conferences • Entrance/exit slip • Quizzes/tests 	Summative Assessments <ul style="list-style-type: none"> • Standardized assessments • Tests • Writing pieces • FCAs (Focus Correction Areas)
Resources <ul style="list-style-type: none"> • Write Source • Teacher created materials • OWL at Purdue (or other online resources) 	Enrichment Strategies <ul style="list-style-type: none"> • Strunk and White – movement to style • Pacing • Deeper discussion of rhetorical strategies

Integrations	Intervention Strategies <ul style="list-style-type: none"> • One-on-one /small group teaching
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Grade Eight ELA / Language

Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Strand	Language	
Topic	Vocabulary Acquisition and Use	Pacing
Standard Statement 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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. 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Learning Targets: <ul style="list-style-type: none"> I can infer the meaning of unknown words using context clues. I can recognize and define common Greek and Latin affixes and roots. I can break down unknown words into units of meaning to infer the definition of the unknown word. I can consult reference materials to find the meaning of a word. 		Content Elaborations <p>The focus of this topic, Vocabulary Acquisition and Use, is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues, and reference materials aids in understanding complex words and new subject-area vocabulary. Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.</p> <p>In the next grade band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in word meaning. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge.</p>

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can define and identify various forms of figurative language. • I can distinguish between literal language and figurative language. • I can recognize word relationships and use those relationships to understand other words. • I can recognize the differences between denotative meanings and connotative meanings. • I can analyze how certain words and phrases that have similar denotations can have very different connotations. <p>6. 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.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can recognize the difference between general academic words and phrases. • I can acquire and use grade-appropriate academic and domain specific words/phrases to increase comprehension and expression. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • infer • context clues • affix • root • reference material • figure of speech • figurative language • literal language • word relationships • denotation 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • infer • context clues • general academic words • domain specific words

<ul style="list-style-type: none"> • connotation • general academic words • domain specific words 	
Formative Assessments <ul style="list-style-type: none"> • Writing samples • Conferences • Entrance/exit slip • Quizzes/tests • Observation • Discussion 	Summative Assessments <ul style="list-style-type: none"> • Standardized assessments • Tests • Writing pieces • FCAs (Focus Correction Areas)
Resources	Enrichment Strategies
Integrations	Intervention Strategies