Cherokee County School District

Teaching & Learning Standards

8th GRADE

English Language Arts



8th Grade
English Language Arts

Scope & Sequence Structure by Quarter

Please note that the customization changes to the description of Domains and Big Ideas are noted in the justification document.

Domain Three domains structure the overall framework for Secondary English Language Arts Standards: Language, Texts, and Practices. Cherokee County School District has adapted the domains' associated Big Ideas to match the rigor and responsibility that define our literacy instruction.

Big Idea Each domain is organized into Big Ideas that serve as overarching goals for student learning across grade levels.

Standard: Standards represent specific knowledge and skills that students should learn or master across grade bands.

Expectation: Standards are broken down by grade level through expectations. **Grammar, Usage, and Mechanics expectations in bold should be mastered by the end of the grade level.**

Language Domain (K-2, 3-5, 6-8, 9-12) Students learn and apply the structures and conventions of standard English. Students analyze how grammar works in reading and writing. Students expand vocabularies and determine word meanings as they relate to reading and writing.

Grammar Conventions Cherokee County students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary Cherokee County students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases

Texts Domain (K-2, 3-5, 6-8, 9-12) Students think critically and creatively as they develop the knowledge and skills to actively engage with a variety of texts.

Context Cherokee County students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.

Structures & Style Cherokee County students analyze and use organizational structures and styles to shape ideas and information. 2

Techniques Cherokee County students evaluate and apply various techniques to comprehend and shape meaning.

Research & Analysis Cherokee County students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Periods & Movements Cherokee County students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Practices Domain (K-12) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition (EICC) Cherokee County students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Situating Texts (ST) Cherokee County students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Author's Craft (AC) Cherokee County students apply knowledge of author's craft to enhance the interpretation and construction of texts.

Collaboration & Presentation (CP) Cherokee County students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Year Long English Language Arts Standards and Expectations:

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.1: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

K-12.P.EICC.2: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

K-12.P.EICC.3: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.

K-12.P.EICC.4: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

Situating Texts (ST)

K-12.P.ST.1: Develop and apply knowledge of key components of context, including ~~such as~~ background information, geographic location,
cultural influences, time period, and contemporary events when interpreting and constructing texts.

K-12.P.ST.2: Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose

Author's Craft (AC)

K-12.P.AC.1: Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.

K-12.P.AC.2: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.

K-12.P.AC.3: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

Collaboration & Presentation (CP)

K-12.P.CP.1: Collaborate with others to accomplish shared goals and projects.

K-12.P.CP.2: Use presentation skills to tailor communication to target audiences for specific purposes.

Language Domain

Vocabulary

8.L.V.1.a	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
8.L.V.1.b	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
8.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.
8.L.V.2.b	Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.
8.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.
8.L.V.2.d	Use knowledge of parts of speech to determine precise words and phrases when constructing texts.
8.L.V.3.b	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
8.L.V.3.c	Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).
8.L.V.3.d	Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
8.L.V.3.e	Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.

Quarter 1: *Introduction and Key Skills (Expository and Narrative)*

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

GUM	**Use colons to introduce lists, examples, and explanations.**
GUM	Use colons to introduce quotations.
GUM	**Use semicolons, with or without a conjunctive adverb, to form compound and compound -complex sentences.**
GUM	**Use ellipses appropriately.**

Syntax

8.L.GC.2.a	Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.
8.L.GC.2.b	Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text.

Vocabulary

8.L.V.1.a	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
8.L.V.1.b	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
8.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.
8.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.

Texts Domain

Context

8.T.C.2.a	Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.

Structures & Style

8.T.SS.1.a	Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.
8.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
8.T.SS.2.a	Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.
8.T.SS.2.b	Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.

Techniques

8.T.T.1.a	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
8.T.T.2.a	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
8.T.T.2.d	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

Quarter 2: *Structure and Audience Impact (Argumentative with Expository)*

Note: All previous skills from Quarter 1 can be returned to at the teacher's discretion.

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

In addition to skills introduced in Quarter 1:

GUM	Use tenses and aspects to indicate the mood of a verb.
GUM	Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
GUM	**Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).**

Syntax

8.L.GC.2.c	Distinguish between active and passive voice, revising texts to maintain consistency in active voice.

Vocabulary

In addition to skills introduced in Quarter 1:

8.L.V.2.b	Determine the meanings of words and phrases in context by analyzing the function of parts of speech.
8.L.V.2.d	Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.

Texts Domain

Context

8.T.C.1.b	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.

Structures & Style

8.T.SS.1.a	Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.
8.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
8.T.SS.1.c	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
8.T.SS.1.d	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
8.T.SS.2.a	Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.
8.T.SS.2.b	Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.

Techniques

8.T.T.1.b	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
8.T.T.3.c	Apply argumentative techniques, ~~(e.g.,~~ including author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion~~)~~, to enhance writing and engage audiences.
8.T.T.2.d	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

Quarter 3: *Blending Techniques with Multimodality (Argumentative, Expository, and Narrative)*

Note: All previous skills from Quarters 1 and 2 can be returned to at the teacher's discretion.

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

In addition to skills learned in Quarters 1 and 2:

GUM	Use dashes appropriately.
GUM	**Use hyphens with appropriate affixes and compound words.**

Syntax

8.L.GC.2.d	Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement.

Vocabulary

8.L.V.3.b	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
8.L.V.3.c	Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug)
8.L.V.3.d	Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
8.L.V.3.e	Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.

Texts Domain

Context

8.T.C.1.a	Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.
8.T.C.1.c	Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes.
8.T.C.2.c	Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.

Structures & Style

8.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
8.T.SS.2.a	Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.
8.T.SS.2.b	Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.

Techniques

8.T.T.3.a	Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.
8.T.T.3.c	Apply argumentative techniques, including ~~(e.g.,~~ author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.
8.T.T.2.d	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
8.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.
8.T.T.4.a	Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.
8.T.T.4.b	Apply poetic techniques ~~(e.g.,~~ including stanzas, rhyme/rhyme scheme, imagery, figurative language, and sound devices) to produce poetry and engage audiences.

Periods and Movements

8.T.PM.1.a	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
8.T.PM.1.b	Compare and contrast the treatment of a common theme by different writers within a time period.

Quarter 4: *Extended Research, Synthesis, and Time Periods*

Note: All previous skills from Quarters 1, 2, and 3 can be returned to at the teacher's discretion.

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

In addition to skills learned in Quarters 1, 2, and 3:

GUM	Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).

Syntax

Review and apply all skills learned in Quarters 1, 2, and 3.

Vocabulary

Review and apply all skills learned in Quarters 1, 2, and 3.

Texts Domain

Context

8.T.C.2.c	Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.
8.T.C.2.d	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.

Structures & Style

8.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
8.T.SS.2.a	Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.
8.T.SS.2.b	Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience
8.T.SS.2.c	Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.

8.T.T.1.c	Analyze how authors convey and reveal themes through characters, events, and plot structure.
8.T.T.1.d	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
8.T.T.2.b	Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Research & Analysis

8.T.RA.1.a	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
8.T.RA.1.b	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
8.T.RA.1.c	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
8.T.RA.2.a	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
8.T.RA.2.b	Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience.
8.T.RA.2.c	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

Periods and Movements

8.T.PM.1.b	Compare and contrast the treatment of a common theme by different writers within a time period.