

Grade 8 English Language Arts Course Curriculum

Course Description:

8th Grade English Language Arts encourages students to examine themselves, their society, and most importantly, the role they play within the world. Students will analyze text through personal reflection, small group discussion, and whole class activities. 8th grade students analyze and discuss the organizational elements within the text, closely read and annotate while applying reading skills and strategies, and engage in thematic discussions centered on essential questions. This course offers diverse text options for students to examine where they can both see themselves within the content and see others' lives. This allows for students to identify their voice. Pairing with the reading experiences in English Language Arts students will write and produce pieces of varying length that demonstrate understanding of themes, display creativity, and show deep analysis and critical thinking. Students will focus on the purpose of writing and structure their pieces to include the fundamentals required. Narrative, informative and argumentative writing will be included throughout the course. By the end of the year...

Course Essential Questions:

- How can literature serve as a mirror and a window?
- Why is annotating and reading critically important?
- How does annotation provide a window into our world?
- How do word study strategies deepen our understanding of a text?
- How can literature inspire a call to action?
- How does reading and writing help define who we are as a society?
- How do we use reading and writing to become critical thinkers?
- Why is being a critical thinker important to our community?
- In what ways do reading and writing impact our interactions?

Course Enduring Understandings:

- READING:
 - Comprehend and Interpret Texts (Approaching Texts as a Reader)
 - 8.RL.1.A & 8.RI.1.A: Evidence/Inference
 - 8.RL.1.B & 8.RI.1.B: Word Meanings
 - 8.RL.1.C & 8.RI.1.C: Text Features
 - 8.RL.1.D: Summarize/Theme

- 8.RI.1.D: Summarize/Claim
 - Analyze Craft and Structure (Approaching Texts as a Writer)
 - 8.RL.2.A & 8.RI.2.A: Structure
 - 8.RL.2.B & 8.RI.2.B: Point of View
 - 8.RL.2.C & 8.RI.2.C: Craft & Meaning
 - 8.RL.2.D: Interaction & Meaning
 - 8.RI.2.D: Argument/Evidence
 - Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
 - 8.RL.3.A & 8.RI.3.A: Text in Forms
 - 8.RL.3.B & 8.RI.3.B: Relationships in Texts
 - 8.RL.3.C & 8.RI.3.C: Historical Context
 - 8.RL.3.D & 8.RI.3.D: Comprehension
- WRITING:
 - Approaching the Task as a Researcher
 - 8.W.1.A: Research
 - Approaching the Task as a Writer
 - 8.W.2.A: Development
 - Approaching the Task as a Reader
 - 8.W.3.A: Revise & Edit
- SPEAKING & LISTENING:
 - Collaborating
 - 8.SL.1.A: Conversations
 - 8.SL.1.B: Questioning
 - 8.SL.1.C: Viewpoints of Others
 - Presenting
 - 8.SL.2.A: Verbal Delivery
 - 8.SL.2.B: Nonverbal
 - 8.SL.2.C: Multimedia

Course DESE Power Standards: Grade 8 Priority Skills

- Argumentative Writing, Grade 8
- Research Writing

- Reading Informational & Literary Text
- Collaborating & Presenting

Unit 1	Building Relationships with Text		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	8.RL.3.A: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative techniques.	7.SL.2.A: Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.
	8.RI.3.B: Compare and contrast a portrayal of a time, place, or character with realistic accounts of the same subject matter.	8.W.2.A.a: Develop narratives, including poems, about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	7.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
	8.RL.3.C: Explain how characters and settings reflect historical and/or cultural contexts.	8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	8.SL.1.C: Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
	8.RL.1.D: Using appropriate text, determine the theme(s) of a text and cite evidence	8.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	8.SL.1.B: Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence

	of its development; summarize the text.		in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	8.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	8.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	8.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
		8.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
		8.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
		8.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
Learning Goal(s)	The student will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	The student will follow a writing process to develop a narrative.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.

	The student will analyze how the techniques unique to each medium contribute to meaning.	The student will produce clear and coherent narrative with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter in multiple texts.	The student will produce narrative appropriate to the task, purpose, and audience.	The student will use conventions of language as appropriate to task, purpose, and audience.
	The student will explain how characters reflect historical and/or cultural contexts in multiple texts.	The student will develop writing with narrative techniques appropriate to the task, purpose, and audience.	The student will position their body to face the audience when speaking.
	The student will explain how setting reflects historical and/or cultural contexts in multiple texts.	The student will develop narratives, including poems, about real or imagined experiences, with clearly identified characters, sequence of events, and relevant descriptive details appropriate to the task, purpose, and audience.	The student will make eye contact with listeners at various intervals when presenting.
	The student will read and comprehend literature independently and proficiently in multiple texts.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will use gestures to communicate a clear viewpoint when presenting.
	The student will determine the theme(s) of a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will plan and deliver appropriate presentations based on the task, audience, and purpose.

	The student will cite text evidence to support the development of the theme(s).	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will integrate multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
	The student will summarize a text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will acknowledge the new information and viewpoints of others, including those presented in diverse media.
		The student will choose precise language for task, purpose, and audience.	The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.
		The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	The student will delineate a speaker's argument and claims.
		The student will use complete sentences.	The student will evaluate reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers.
		The student will demonstrate a command of the conventions of standard English grammar.	The student will respond to others' questions and comments with relevant evidence, observations, and ideas.
		The student will demonstrate a command of the conventions of standard English usage.	
		The student will demonstrate a command of spelling.	

		The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
Assessments/ Rubrics	Annotation, Literary Analysis Constructed Response	Tourist Essay , 6 Word Memoir	Project Presentations Show and Tell Scoring Guide
Curricular Resources	Whole Class Text Options • The Outsiders, Hinton • Harry Potter and the Prisoner of Azkaban, Rowling • Long Way Down, Reynolds • Seedfolks, Fleischman		

	• Bronx Masquerade, Grimes • Night, Weisel *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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Unit 2	Choice & Voice - How do our decisions impact our lives?		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	8.RL.1.D: Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with expository techniques.	8.SL.1.A: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	8.RL.3.A: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	8.W.2.A.c: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.	8.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	8.RL.3.B: Compare and contrast texts in different	8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	8.SL.1.C: Review the key ideas expressed by a speaker including those presented in diverse media, and

	genres that address similar themes or topics.		demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	8.RL.3.C: Explain how plot and conflict reflect historical and/or cultural contexts.	8.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	8.SL.2.A: Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
	8.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	8.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	8.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
		8.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
		8.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
		8.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
		8.W.1.A.a: Conduct research to answer a question; gather relevant sources,	

		print and digital; integrate information using a standard citation system.	
		8.W.1.A.b: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
Learning Goal(s)	The student will determine the theme(s) of a text.	The student will follow a writing process to develop an argumentative essay.	The student will follow rules for discussion and decision making while collaborating.
	The student will cite text evidence to support the development of the theme(s).	The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	The student will track progress toward specific goals and deadlines while collaborating.
	The student will summarize a text.	The student will produce argumentative writing appropriate to the task, purpose, and audience.	The student will define individual roles as needed while collaborating.
	The student will compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the same text.	The student will develop writing with argumentative writing techniques appropriate to the task, purpose, and audience.	The student will delineate the speaker's argument and claims.

	The student will note how a performance impacts personal interpretation.	The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	The student will pose and respond to specific questions with elaboration and detail.
	The student will compare and contrast texts from different genres that address similar themes or topics.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make comments that contribute to the topic, text, or issue under discussion.
	The student will explain how the plot reflects historical and/or cultural contexts in multiple texts.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will review the key ideas expressed by the speaker including those presented in diverse media.
	The student will explain how conflict reflects historical and/or cultural contexts in multiple texts.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.
	The student will read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will speak clearly and audibly as appropriate to the task, purpose and audience.
		The student will choose precise language for task, purpose, and audience.	The student will speak to the point as appropriate to the task, purpose, and audience.
		The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	The student will speak using conventions of language as appropriate to the task, purpose and audience.

		The student will use complete sentences.	The student will use appropriate volume at an understandable pace when presenting.
		The student will demonstrate a command of the conventions of standard English grammar.	The student will position their body to face the audience when speaking.
		The student will demonstrate a command of the conventions of standard English usage.	The student will make eye contact with listeners at various intervals when presenting.
		The student will demonstrate a command of spelling.	The student will use effective gestures to communicate a clear viewpoint when presenting.
		The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	

		The student will use technology, including the Internet, to interact and collaborate with others.	
		The student will conduct research to answer a question.	
		The student will gather relevant print and digital sources.	
		The student will integrate information using a standard citation system.	
		The student will use search terms effectively.	
		The student will gather relevant information from multiple print and digital sources.	
		The student will assess the credibility of multiple print and digital sources.	
		The student will assess the accuracy of multiple print and digital sources.	
		The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	
		The student will follow a standard format for citation.	
		The student will acknowledge counterclaims.	

		The student will establish relationships among claims, counterclaims, and supporting evidence.	
Assessments/ Rubrics	Literary Analysis Wizard Legion Outsiders	Argumentative Writing Grading Rubric for Argumentative Poe Wizard Legion	Socratic Seminar
Curricular Resources	Independent Reading *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.		

Unit 3	Walking through the World - being an insider & outsider		
	Reading	Writing	Speaking & Listening
Missouri Learning Standards	8.RL.3.A: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative techniques.	8.SL.2.A: Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.
	8.RL.3.B: Explain how contemporary texts make use of archetypal characters	8.W.2.A.b: Expository: Develop informative/explanatory writing to examine a topic with relevant facts,	8.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with

	or universal themes from older or traditional texts.	examples, and details; establish relationships between ideas and supporting evidence.	elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	8.RL.3.C: Explain how themes reflect historical and/or cultural contexts.	8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	8.SL.2.B: Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.
	8.RI.1.D: Using appropriate text, determine the claim(s) of a text and cite evidence of its development; summarize the text.	8.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	8.SL.1.C: Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
	8.RL.3.D: Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	8.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	8.SL.1.A: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		8.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
		8.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	

		8.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
Learning Goal(s)	The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.	The student will follow a writing process to develop an expository essay.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.
	The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.	The student will produce clear and coherent expository writing with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	The student will produce expository writing appropriate to the task, purpose, and audience.	The student will speak using conventions of language as appropriate to the task, purpose and audience.
	The student will determine the theme(s) of a text.	The student will develop writing with expository techniques appropriate to the task, purpose, and audience.	The student will use appropriate volume at an understandable pace when presenting.
	The student will cite text evidence to support the development of the theme(s).	The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	The student will position their body to face the audience when speaking.

	The student will summarize a text.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make eye contact with listeners at various intervals when presenting.
	The student will analyze how a particular sentence contributes to meaning in a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will use effective gestures to communicate a clear viewpoint when presenting.
	The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will follow rules for collegial discussions and decision making while collaborating.
	The student will explain how contemporary texts make use of archetypal characters from older or traditional texts.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will track progress toward specific goals and deadlines while collaborating.
	The student will explain how contemporary texts make use of universal themes from older or traditional texts.	The student will choose precise language for task, purpose, and audience.	The student will define individual roles as needed while collaborating.
	The student will explain how themes reflect historical context in multiple texts.	The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	The student will delineate a speaker's argument and claims.
	The student will explain how themes reflect cultural context in multiple texts.	The student will use complete sentences.	The student will evaluate reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers.

	The student will read and comprehend literature from multiple texts, including stories, dramas, and poems, independently and proficiently.	The student will demonstrate a command of the conventions of standard English grammar.	The student will respond to others' questions and comments with relevant evidence, observations, and ideas.
		The student will demonstrate a command of the conventions of standard English usage.	The student will acknowledge the new information and viewpoints of others, including those presented in diverse media.
		The student will demonstrate a command of spelling.	The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.
		The student will demonstrate a command of punctuation.	
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	

		The student will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.	
Assessments/ Rubrics	Annotations, Literary Analysis Song Lyric Rubric Seedfolks	Expository Writing Song Lyric Rubric Research Project Scoring Guide News Article	Socratic Seminar
Curricular Resources	Literature Sets • The Book Thief, Zusak • The Curious Incident of the Dog in Night Time, Haddon • The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives, Slater • All American Boys, Reynolds & Kiely • Harry Potter and the Sorcerer's Stone, Rowling *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.		

Unit 4	Leaving a Legacy
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	Reading	Writing	Speaking & Listening
Missouri Learning Standards	8.RL.1.A: Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop blended writing techniques.	8.SL.2.A: Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.
	8.RL.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	8.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.	8.SL.1.B: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	8.RL.1.C: Interpret visual elements of a text and draw conclusions from them (when applicable).	8.W.3.A.a: Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	8.SL.1.C: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	8.RL.1.D: Using appropriate text, determine the claim(s) of a text and cite evidence of its development; summarize the text.	8.W.3.A.b: Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	8.SL.2.C: Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.
	8.RL.2.A: Analyze how a particular sentence, chapter,	8.W.3.A.c: Conventions of standard English and usage: Demonstrate a command of the conventions of	8.SL.2.B: Position body to face the audience when speaking, and make eye contact with listeners at various

	scene, stanza, or image contributes to meaning.	standard English grammar and usage, including spelling and punctuation.	intervals using gestures to communicate a clear viewpoint.
	8.RL.2.B: Explain how an author develops the point of view of the narrator or speaker in a text.	8.W.3.A.d: Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
	8.RL.2.C: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	8.W.3.A.e: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
		8.W.1.A.a: Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	
		8.W.1.A.b: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
Learning Goal(s)	The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.	The student will follow a writing process to develop an argument.	The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.

	The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.	The student will produce clear and coherent blended writing with development, organization, style, and voice.	The student will speak to the point as appropriate to task, purpose, and audience.
	The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.	The student will produce blended writing appropriate to the task, purpose, and audience.	The student will use conventions of language as appropriate to task, purpose, and audience.
	The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop writing with blended writing techniques appropriate to the task, purpose, and audience.	The student will delineate the speaker's argument and claims.
	The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will develop blended writing by introducing and supporting a claim with clear reasons and relevant evidence.	The student will pose and respond to specific questions with elaboration and detail.
	The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	The student will review, revise, and edit writing with consideration for task, purpose, and audience.	The student will make comments that contribute to the topic, text, or issue under discussion.
	The student will interpret the visual elements of a text.	The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.	The student will follow rules for discussion and decision making while collaborating.

	The student will draw conclusions from the visual elements of a text.	The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.	The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.
	The student will determine the theme(s) of a text.	The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.	The student will plan and deliver appropriate presentations based on task, audience, and purpose.
	The student will cite text evidence to support the development of the theme(s).	The student will choose precise language for task, purpose, and audience.	The student will track progress toward specific goals and deadlines while collaborating.
	The student will summarize a text.	The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.	The student will define individual roles as needed while collaborating.
	The student will analyze how a particular sentence contributes to meaning in a text.	The student will use complete sentences.	The student will position their body to face the audience when speaking.
	The student will explain how an author develops the narrator or speaker's point of view (perspective) in a text.	The student will demonstrate a command of the conventions of standard English grammar.	The student will make eye contact with listeners at various intervals when presenting.
	The student will analyze how word choice contributes to meaning in a text.	The student will demonstrate a command of the conventions of standard English usage.	The student will use gestures to communicate a clear viewpoint when presenting.

	The student will analyze how figurative language contributes to meaning in a text.	The student will demonstrate a command of spelling.	The student will plan and deliver appropriate presentations based on the task, audience, and purpose.
	The student will analyze how the repetition of words or word sounds contributes to meaning in a text.	The student will demonstrate a command of punctuation.	The student will include multimedia components in presentations to clarify claims and findings and emphasize significant points appropriate for the task, audience, and purpose.
		The student will use transitions to clarify relationships appropriate to task, purpose, and audience.	
		The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.	
		The student will use transitions to signal time shifts appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience.	
		The student will use technology, including the Internet, to interact and collaborate with others.	
		The student will develop argumentative writing by acknowledging counterclaims.	
		The student will develop argumentative writing by establishing relationships between claims and supporting	

		evidence.	
		The student will conduct research to answer a question.	
		The student will gather relevant print and digital sources.	
		The student will integrate information using a standard citation system.	
		The student will use search terms effectively.	
		The student will gather relevant information from multiple print and digital sources.	
		The student will assess the credibility of multiple print and digital sources.	
		The student will assess the accuracy of multiple print and digital sources. The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	
		The student will follow a standard format for citation.	
Assessments/ Rubrics	Nonfiction Analysis	Blended Genre Writing	Speech/Debate

Curricular Resources	Independent Reading *Teachers may access texts approved during prior curriculum or library selection processes to meet all student needs.
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