

1st Nine Weeks

Time	Cluster	Standards	Learning Targets	Suggested Resources/ Units of Study
Weeks 1-9	Reading	<p>Reading Literature:</p> <p>8.RL.KID.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.</p> <p>8.RL.KID.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.</p> <p>8.RL.KID.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.</p> <p>8.RL.CS.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>8.RL.RRTC.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.</p>	<p>I Can:</p> <ul style="list-style-type: none"> I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. I can use details from the text to determine the theme or message of a story. I can give an unbiased summary of a story. I can explain how characters, setting and plot interact to support and develop the theme. I can explain how dialogue and actions in a story work to develop the story. I can explain how a character's actions can develop the plot and reveal more about the character. I can tell the point of view of each of the characters in a text. I can identify the difference between the character's and the reader's points of view. I can analyze how differences in the character's and the reader's points of view create suspense or humor. I can read and understand stories, dramas and poems at my grade level independently. I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text. 	<p>Prentice Hall Literature- Reading Selections</p> <p>Unit 1A: Anchor Text "Raymond's Run" (1260L) by Toni Cade Bambara Related Texts <u>Short Stories</u></p> <ul style="list-style-type: none"> "Charles" by Shirley Jackson "Broken Chain" by Gary Soto (outside source) <p><u>Informational Text</u></p> <ul style="list-style-type: none"> Speech – "Lincoln's Second Inaugural Address" by Abraham Lincoln <p>Unit 1B: Anchor Text <i>The Giver</i> by Lois Lowry or <i>1984</i> by George Orwell</p> <p>Related Texts <u>Fiction</u></p> <ul style="list-style-type: none"> <i>Truman Show</i> (Film) <i>The Hunger Games</i> by Suzanne Collins <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> Lois Lowry's Newberry Acceptance Speech (1994) Journal Articles for Research Project: <ul style="list-style-type: none"> One person changing society Other "alternate" societies Successful government models other than U.S.

		<p>Reading Informational Text:</p> <p>8.RI.KID.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.</p> <p>8.RI.KID.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.</p> <p>8.RI.RRTC.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.</p>	<ul style="list-style-type: none"> • I can find more than one central idea of a text and explain how the ideas develop throughout the text. • I can give an unbiased summary of a piece of informational text. • I can explain how supporting ideas develop and relate to the central idea of a text. • I can read and understand literary nonfiction at my grade level and above (with help where needed). 	<p>Skills Focus: Theme, Central Idea, Cite Evidence, Characterization, Summary, Bias, Point of View, Plot Elements, Allusions, Making Inferences, Speaker, Symbolism, Foreshadowing, Dialect/ Slang</p> <p>Teaching Tools:</p> <ul style="list-style-type: none"> • Close Reads • WIN Strategy for Central Idea • Anchor Charts
	Language	<p>8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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/ phrase.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can show that I understand standard English in my speech and in my writing. • I can explain verbals (gerunds, participles, infinitives) and how they work in sentences. • I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read. • I can use context clues to figure out what words or phrases mean. • I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. 	<p>Daily Grammar Practice Grade 8 by Dawn Burnette</p> <p>Teacher Created Mini-Lessons</p> <p>Skills Focus: Parts of Speech, Sentence Parts, Types & Purposes, Title Citation, Quotations, Vocabulary Skills, Verbals: Infinitives, Gerunds, Participles, Etymology: Affixes, Context Clues</p>

		<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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.</p> <p>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).</p> <p>8.L.VAU.6 Acquire and use accurately 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>	<ul style="list-style-type: none"> • I can use print and digital reference sources to help me find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases. • I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. • I can learn and use new vocabulary appropriate for eighth grade. 	
	<p>Writing</p>	<p>8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information. • I can organize my writing with a clear introduction and use appropriate strategies and formats to help explain and expand my topic. 	<p>State of Tennessee SRSD: Self- Regulated Strategy Development</p> <ul style="list-style-type: none"> • Introduce POWTIDE + LL- informative • Introduce IOVWSC- narrative <p>Teacher Created Prompts</p> <p>Skills Focus: Informational Writing, Narrative Writing, multi-paragraph essay, peer review, brainstorming, transition words</p>

		<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>8.W.TTP.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> • I can add formatting (ex: headings), graphics (ex: charts & tables) and multimedia to add clarification to my writing. • I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. • I can use appropriate and different transitions to present clear connections between my ideas and concepts. • I can use precise wording and specific vocabulary to teach others about a topic. • I can establish and maintain a formal style in presenting written information. • I can write a conclusion that follows from and supports the information and explanations I presented. • I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences. • I can gain the reader's attention by introducing ideas, a point of view, a narrator and/or characters. • I can organize events in a narrative in a natural and logical order. • I can use different techniques such as dialogue, pacing, descriptive words and reflection to help develop the characters and plots of my stories. 	<p>Teacher Tools:</p> <ul style="list-style-type: none"> • 5 Ws • RACE • QuickWrites • Anchor Charts • Backward Mapping of Essays • Essay Reflections • State of Tennessee Scoring Rubric
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	<p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>8.W.PDW.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.)</p> <p>8.W.PDW.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.\</p> <p>8.W.RW.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).</p>	<ul style="list-style-type: none"> • I can use different types of transition words to show the sequence of events, shifts in time or setting or to show how experiences are related in my stories. • I can use very specific words and phrases, descriptive details and sensory language to reveal the action and experiences of a story. • I can write conclusions by reflecting on experiences and events I share in my stories. • I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. • I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. • I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. 	
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	<p>Speaking & Listening</p>	<p>SL.8.1 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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can effectively participate in different types of discussions and with different people about 8th grade topics, texts and issues. • I can build on others' ideas and express my own ideas clearly in discussions with others. • I can come to discussions prepared to share my ideas because I have read or studied the required material. • I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion. • I can follow rules, set goals, meet deadlines and carry out my assigned role in shared discussions and decision-making with peers. • I can ask questions to connect group members' ideas and answer questions with relevant information. • I can consider others' view points, but continue to support my view with evidence. 	<p>Skills Focus: Present Research Material; Group Roles, Accountable Talk</p>
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2nd Nine Weeks

Time	Cluster	Standards	Learning Targets	Suggested Resources/ Units of Study
Weeks 10-18	Reading	<p><u>Reading Literature:</u></p> <p>8.RL.KID.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.</p> <p>8.RL.CS.4 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.</p> <p>8.RL.CS.5 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.</p> <p>8.RL.CS.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><u>Reading Informational Text:</u></p> <p>8.RI.KID.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.</p>	<p>I Can:</p> <ul style="list-style-type: none"> I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. I can figure out the deeper meanings of words and phrases as they are used in a story. I can identify several types of figurative language in a text. I can identify how certain word choices influence the meaning and tone of a text. I can identify how the author's analogies or allusions to other texts influence meaning and tone. I can compare and contrast two or more texts. I can explain how the structural differences of two or more texts contribute to their meaning and style. I can tell the point of view of each of the characters in a text. I can identify the difference between the character's and the reader's points of view. I can analyze how differences in the character's and the reader's points of view create suspense or humor. I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text. 	<p>Prentice Hall Literature- Reading Selections</p> <p><u>Unit 2A:</u> Anchor Text “The Tell –Tale Heart” (850L) by Edgar Allan Poe</p> <p>Related Texts <u>Literary</u></p> <ul style="list-style-type: none"> “The Lottery” by Shirley Jackson <p><u>Informational Text</u></p> <ul style="list-style-type: none"> “Edgar Allan Poe Biography” biography.com “Why We Crave Horror Movies” by Stephen King <p><u>Other Text (Medium)</u></p> <ul style="list-style-type: none"> “Blink” <i>Dr. Who</i> (or similar video) “Pit and the Pendulum” flocabulary.com <p><i>Skills Focus:</i> Central Idea, Organizational Structure, Genre, Mood, Foreshadowing, 3 Types of Irony, Mood, Tone, Figurative Meaning, Reliability of the Narrator</p> <p><u>Unit 2B:</u> Anchor Text “Flowers for Algernon” (910L) by Daniel Keyes</p> <p>Related Texts <u>Informational Text</u> “What Constitutes a Person’s IQ” or similar article</p>

	<p>8.RI.KID.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>8.RI.CS.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.</p> <p>8.RI.CS.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.</p>	<ul style="list-style-type: none"> • I can compare and contrast individuals, ideas and events in a text. • I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used. • I can analyze the impact of an author's word choice on the meaning and tone in a piece of informational text. • I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text. • I can determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to others’ opinions. 	<p><u>Other Text (Medium)</u></p> <ul style="list-style-type: none"> • <i>Flowers for Algernon</i> (film) <p>Skills Focus: Central Idea, Characterization, Point of View, Compare Text Structure, Making Inferences, Analogies, Allusions, Textual Evidence, Moral Dilemma, Ethical Debate</p> <p>Unit 2C: Anchor Text <i>Little Women</i> (1300L) by Louisa May Alcott</p> <p>Related Texts</p> <p><u>Literary</u></p> <ul style="list-style-type: none"> • “O Captain, My Captain” by Walt Whitman • Close Reads: Excerpts from <i>Little Women</i> (at least two) <p><u>Informational Text</u></p> <ul style="list-style-type: none"> • Background information about the Transcendental time period—(at teacher’s discretion) • “Self-Reliance” by Ralph Waldo Emerson (essay) <p><u>Other Text (Medium)</u></p> <ul style="list-style-type: none"> • <i>Little Women</i> (film) • Close Reads <p>Skills Focus: Genre, Mood, Foreshadowing, Irony, Conflict, Climax, Resolution, Figurative Language, Imagery, Summary, Critique</p> <p>Teaching Tools:</p> <ul style="list-style-type: none"> • Close Reads • WIN Strategy for Central Idea • Anchor Charts
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	<p>Language</p> <p>8.L.CSE.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.</p> <p>8.L.KL.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).</p> <p>8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can explain the difference between active and passive verbs and use them in sentences. • I can recognize verb shifts between active and passive voice/mood and correct them. • I can show that I know how to write sentences accurately. • I can use commas, ellipses and dashes correctly to show a pause or break in a sentence. • I can use an ellipsis to show that words or phrases have been left out (omitted). • I can spell correctly. • I can use what I know about the English language to write, speak, read and listen. • I can use verbs in the active and passive voice in my writing to achieve different effects. • I can use the conditional and subjunctive moods to create specific effects in my writing. • I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read. • I can use context clues to figure out what words or phrases mean. • I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. 	<p>Daily Grammar Practice Grade 8 by Dawn Burnette</p> <p>Teacher Created Mini-Lessons</p> <p>Skills Focus: Active/ Passive Voice, Ellipsis, Dash, Comma, Verb Moods, Etymology (Affixes, Roots, and Bases), Figurative Language (Idiom, Simile, Metaphor, Pun), Connotation, Denotation, Verbals (Infinitive, Gerund, Participle)</p>
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	<p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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.</p> <p>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).</p> <p>8.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<ul style="list-style-type: none"> • I can use print and digital reference sources to help me find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases. • I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. • I can identify and understand figurative language (ex: similes, metaphors, etc.). • I can recognize and understand how words relate to each other. • I can recognize and understand small differences in word meaning based on how the word is used in context. • I can identify figures of speech, such as puns and verbal irony, and explain their meaning in the context of a sentence. • I can use the relationship between words to help me better understand each of the individual words. • I can understand the slight differences between words with very similar definitions. • I can learn and use new vocabulary appropriate for eighth grade. 	
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		<p>8.L.VAU.6 Acquire and use accurately 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>Writing</p>	<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can write arguments and use clear reasons and relevant evidence to support my claims. • I can write a claim and distinguish it from opposing views. • I can logically organize reasons and evidence to support a claim. • I can support my claims with logical reasoning and relevant evidence to show that I understand the topic. • I can support my claims using appropriate sources to show that I understand the topic. • I can use words, phrases and clauses to show clearly how claims, opposing claims, reasons and evidence fit together. • I can establish and maintain a formal style in presenting my written arguments. • I can write a conclusion that follows from and supports the arguments I presented. • I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. 	<p>State of Tennessee SRSD: Self- Regulated Strategy Development</p> <ul style="list-style-type: none"> • Introduce POWTREE +C <p>Teacher Created Prompts</p> <p>Skills Focus: Informational Writing, Argumentative Writing, Narrative Writing, Multi-Paragraph Essay (4 & 5 Paragraph Organization and Structure), Peer Review, Brainstorming, Prewriting Strategies, Transition Words</p> <p>Teacher Tools:</p> <ul style="list-style-type: none"> • 5 Ws • RACE • QuickWrites • Anchor Charts • Backward Mapping of Essays • Essay Reflections • State of Tennessee Scoring Rubric

8th Grade English Language Arts Scope and Sequence

Revised August 2018

		<p>8.W.RW.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).</p>	<ul style="list-style-type: none"> I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. 	
	<p>Speaking & Listening</p>	<p>8.SL.CC.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>I Can:</p> <ul style="list-style-type: none"> I can identify a purpose behind information presented visually, in numbers or orally. I can evaluate whether the purpose for presenting information in various formats is motivated by social, commercial or political reasons. 	<p>Skills Focus: Present Research Material; Group Roles, Accountable Talk</p>

Time	Cluster	Standards	Learning Targets	Suggested Resources/ Units of Study
Weeks 19-27	Reading	<p><u>Reading Literature:</u></p> <p>8.RL.KID.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.</p> <p>8.RL.KID.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.</p> <p>8.RL.IKI.9 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.</p> <p><u>Reading Informational:</u></p> <p>8.RI.KID.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.</p> <p>8.RI.CS.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.</p>	<p>I Can:</p> <ul style="list-style-type: none"> I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. I can explain how dialogue and actions in a story work to develop the story. I can explain how a character’s actions can develop the plot and reveal more about the character. I can analyze a fiction text and connect its themes, events or characters to a mythical, traditional or religious piece of writing. I can analyze how a mythical, traditional or religious piece of writing is changed into a modern work. I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text. I can break a paragraph into sentences to identify and analyze their functions within the paragraph. I can explain how sentences support the main idea of a paragraph. I can identify several ways to present on a topic (ex: print or digital text, video or multimedia). I can evaluate the advantages and disadvantages of presenting information in various formats. 	<p>Prentice Hall Literature- Reading Selections</p> <p><u>Unit 3A:</u> Anchor Text</p> <p><i>Diary of Anne Frank</i> (play) by Frances Goodrich & Albert Hackett (Exemplar)</p> <p>Related Texts</p> <p><u>Informational Text</u></p> <ul style="list-style-type: none"> <i>The Boy on the Wooden Box</i> (1000L) (memoir) Leon Leyson <i>Night</i> (memoir) Eliezer Wiesel <i>Anne Frank: Diary of a Young Girl</i> (autobiography) Anne Frank <p><u>Other Text (Medium)</u></p> <ul style="list-style-type: none"> Maps, Timelines, Various Historical Information (pgs. 875-947 Prentice Hall) Various Examples of Art such as: Israel Bernbaum’s “The Jewish Children in Ghettos and Death Camps Various Examples of Poetry such as: “Butterfly,” “Homesick,” and “Fear” (www.edu.gov.mb.ca) Holocaust Documentaries such as: <i>Paper Clips</i>, and <i>One Survivor Remembers</i> Websites: www.annefrank.org, and www.ushmm.org Speeches: FDR’s Infamy Speech – Dec. 7, 1941, and King George VI Speech – Sept. 1939

8th Grade English Language Arts Scope and Sequence

Revised August 2018

		<p>8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8.RI.IKI.8 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>8.RI.IKI.9 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.</p>	<ul style="list-style-type: none"> • I can outline and explain specific claims and supportive evidence in an argument. • I can locate and judge arguments or claims in a text and determine whether or not there is enough relevant evidence to support the argument. • I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretation. 	<p>Skills Focus: Central Idea, Drama, Theme, Characterization, Point of View, Textual Evidence, Relevant Evidence, Personification, Figurative Language, Propaganda, Mood, and Tone, Compare/Contrast Two Pieces of Text, Mediums</p>
	<p>Language</p>	<p>8.L.CSE.1.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>8.L.KL.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can explain verbals (gerunds, participles, infinitives) and how they work in sentences. • I can understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive. • I can use verbs in the active and passive voice in my writing to achieve different effects. • I can use the conditional and subjunctive moods to create specific effects in my writing. • I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read. 	<p>Daily Grammar Practice Grade 8 by Dawn Burnette</p> <p>Teacher Created Mini-Lessons</p> <p>Skills Focus: Appositives, Active/ Passive Voice, Verb Moods, Etymology (Affixes, Roots, and Bases), Figurative Language (Idiom, Simile, Metaphor, Pun), Connotation, Denotation, Verbals (Infinitive, Gerund, Participle)</p>

	<p>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).</p> <p>8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> • I can use context clues to figure out what words or phrases mean. • I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. • I can use print and digital reference sources to help me find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases. • I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. • I can learn and use new vocabulary appropriate for eighth grade. 	
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		<p>8.L.VAU.6 Acquire and use accurately 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>		
	Writing	<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>f. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>g. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>h. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>i. Establish and maintain a formal style.</p> <p>j. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • I can write arguments and use clear reasons and relevant evidence to support my claims. • I can write a claim and distinguish it from opposing views. • I can logically organize reasons and evidence to support a claim. • I can support my claims with logical reasoning and relevant evidence to show that I understand the topic. • I can support my claims using appropriate sources to show that I understand the topic. • I can use words, phrases and clauses to show clearly how claims, opposing claims, reasons and evidence fit together. • I can establish and maintain a formal style in presenting my written arguments. • I can write a conclusion that follows from and supports the arguments I presented. • I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. 	<p>State of Tennessee SRSD: Self- Regulated Strategy Development</p> <ul style="list-style-type: none"> • POWTREE +C <p>Teacher Created Prompts</p> <p>Skills Focus: Argumentative Writing, Multi-Paragraph Essay (4 & 5 Paragraph Organization and Structure), Cite Multiple Sources, MLA format, Counterclaims, Research Paper, Peer Review, Brainstorming, Prewriting Strategies, Transition Words</p> <p>Teacher Tools:</p> <ul style="list-style-type: none"> • 5 Ws • RACE • QuickWrites • Anchor Charts • Backward Mapping of Essays • Essay Reflections • State of Tennessee Scoring Rubric

	<p>8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.W.PDW.6 Use technology, including the internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W. 1-3.</p> <p>8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>8.W. RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature.</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction.</p>	<ul style="list-style-type: none"> • I can use different forms of technology to create and publish my writing and to effectively present the relationship between my ideas and information. • I can use technology to interact and collaborate with others. • I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself. • I can research a topic and develop more related questions about that topic for further exploration. • I can determine if a source is credible and accurate when I gather new information from books or technology. • I can quote or paraphrase from print and digital sources without plagiarizing. • I can correctly cite sources within or at the end of my writing. • I can gather evidence from fiction or informational text to support my investigation, thinking and research. • I can apply all that I have learned in 8th grade reading to writing literature. • I can apply all that I have learned in 8th grade reading to writing informational texts. • I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. 	
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8th Grade English Language Arts Scope and Sequence

Revised August 2018

		<p>8.W.RW.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).</p>		
	<p>Speaking & Listening</p>	<p>8.SL.CC.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>8.SL.PKI.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.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can outline specific claims and link them to a speaker's argument. • I can determine whether or not there is enough relevant evidence to support an argument. • I can recognize evidence that does not relate to an argument. • I can give a presentation that makes claims using relevant evidence, details and reasons. • I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others. 	<p>Skills Focus: Present Research Paper, Propaganda, Group Roles, Accountable Talk</p>

Time	Cluster	Standards	Learning Targets	Suggested Resources/ Units of Study
Weeks 28-36	Reading	<p><u>Reading Literature:</u></p> <p>8.RL.KID.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.</p> <p>8.RL.KID.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.</p> <p>8.RL.KID.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.</p> <p>8.RL.CS.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>8. RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the directors or actors.</p>	<p>I Can:</p> <ul style="list-style-type: none"> I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. I can use details from the text to determine the theme or message of a story. I can give an unbiased summary of a story. I can explain how characters, setting and plot interact to support and develop the theme. I can explain how dialogue and actions in a story work to develop the story. I can explain how a character's actions can develop the plot and reveal more about the character. I can tell the point of view of each of the characters in a text. I can identify the difference between the character's and the reader's points of view. I can analyze how differences in the character's and the reader's points of view create suspense or humor. I can discuss how a film or live production of a story or drama is similar to or different from the text. 	<p>Prentice Hall Literature- Reading Selections</p> <p><u>Unit 4A:</u> Anchor Text “Harriet Tubman Conductor on the Underground Railroad” by Ann Petry (Exemplar)</p> <p>From the <i>Narrative of the Life of Frederick Douglass</i> (Exemplar) (Excerpt from an autobiography)</p> <p>Related Texts: <u>Extended Informational Text</u></p> <ul style="list-style-type: none"> <i>Stolen into Slavery: The True Story of Solomon Northup, Free Black Man</i> (1060) by Judith and Dennis Fradin. <p><u>Essays</u></p> <ul style="list-style-type: none"> “Leaders of the Civil War Era” by Ann Malaspina “Women Called Moses” by Walter Oleksy and Meg Mims <p><u>Biography</u></p> <ul style="list-style-type: none"> “Emancipation” from <i>Lincoln: A Photobiography</i> by Russell Freedman <p><u>Speeches</u></p> <ul style="list-style-type: none"> <i>Emancipation Proclamation</i> by Abraham Lincoln “Ain’t I a Woman” by A Sojourner Truth (<i>Close Read</i>) <p><u>Literary Texts</u></p> <ul style="list-style-type: none"> “Drummer Boy of Shiloh” by Ray Bradbury <p><u>Film</u> <i>Amazing Grace</i></p>

	<p>8.RL.RRTC.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.</p> <p><u>Reading Informational Text:</u></p> <p>8.RI.KID.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.</p> <p>8.RI.KID.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.</p> <p>8.RI.IKI.8 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>8.RI.IKI.9 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.</p> <p>8.RI.RRTC.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.</p>	<ul style="list-style-type: none"> • I can evaluate how the director's choice to make changes to the text in a film or live production impacts the story. • I can read and understand stories, dramas and poems at my grade level independently. • I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text. • I can find more than one central idea of a text and explain how the ideas develop throughout the text. • I can give an unbiased summary of a piece of informational text. • I can explain how supporting ideas develop and relate to the central idea of a text. • I can outline and explain specific claims and supportive evidence in an argument. • I can locate and judge arguments or claims in a text and determine whether or not there is enough relevant evidence to support the argument. • I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretation. • I can read and understand literary nonfiction at my grade level and above (with help where needed). 	<p>Skills Focus: Summary, Central Idea, Dialogue, Author's Purpose, Point of View, Textual Evidence, Intended Audience, Social & Cultural Context of Text, Judge Arguments/ Claims, Characterization</p> <p>Unit 4B: Anchor Text <i>The Outsiders</i> by S.E. Hinton</p> <p>"The Road Not Taken" by Robert Frost (Poem Appendix B text exemplar)</p> <p>Related Texts <u>Literary Texts</u></p> <ul style="list-style-type: none"> • "Nothing Gold Can Stay" by Robert Frost (poem) • "The Gift Outright" by Robert Frost (poem) <p><u>Informational Text</u></p> <ul style="list-style-type: none"> • Journal articles relating to concepts such as; group identity, gang violence, belonging. Ex: "Gangs in America- A Deadly Game" by James F. Pastor <p><u>Non-Print Text</u> Multimedia Close Read: text, audio, and video</p> <ul style="list-style-type: none"> • JFK Inauguration Speech (website) <p>Skills Focus: Plot, Characterization, Figurative Language, Compare Medium, Point of View, Foreshadowing & Predictions, Social & Cultural Context, Symbolism, Imagery, Evaluate Media</p> <p>Teaching Tools:</p> <ul style="list-style-type: none"> • Close Reads • WIN Strategy for Central Idea • Anchor Charts
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<p>Language</p>	<p>8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>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.</p> <p>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).</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can show that I understand standard English in my speech and in my writing. • I can explain verbals (gerunds, participles, infinitives) and how they work in sentences. • I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read. • I can use context clues to figure out what words or phrases mean. • I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. • I can use print and digital reference sources to help me find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases. • I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. • I can learn and use new vocabulary appropriate for eighth grade. 	<p>Daily Grammar Practice Grade 8 by Dawn Burnette</p> <p>Teacher Created Mini-Lessons</p> <p>Skills Focus: Active/ Passive Voice, Etymology (Affixes, Roots, and Bases), Figurative Language (Idiom, Simile, Metaphor, Pun), Connotation, Denotation, Verbals (Infinitive, Gerund, Participle)</p>
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		<p>8.L.VAU.6 Acquire and use accurately 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>Writing</p>	<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>8.W.TTP.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>8.W.PDW.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.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can write arguments. • I can write informative essays. • I can write narratives. • I can quote or paraphrase from print and digital sources without plagiarizing. • I can correctly cite sources within or at the end of my writing. • I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. 	<p>State of Tennessee SRSD: Self- Regulated Strategy Development</p> <ul style="list-style-type: none"> • POWTIDE+ LL • POWTREE+ C • IOVWSC- narrative pneumonic <p>Teacher Created Prompts</p> <p>Skills Focus: Argumentative Writing, Informational Writing, Narrative Writing, Dialogue, Peer Review, Brainstorming, Prewriting Strategies, Transition Words</p> <p>Teacher Tools:</p> <ul style="list-style-type: none"> • 5 Ws • RACE • QuickWrites • Anchor Charts • Backward Mapping of Essays • Essay Reflections • State of Tennessee Scoring Rubric

		<p>8.W.RW.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).</p>		
	<p>Speaking & Listening</p>	<p>8.SL.CC.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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>I Can:</p> <ul style="list-style-type: none"> • I can effectively participate in different types of discussions and with different people about 8th grade topics, texts and issues. • I can build on others' ideas and express my own ideas clearly in discussions with others. • I can come to discussions prepared to share my ideas because I have read or studied the required material. • I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion. • I can follow rules, set goals, meet deadlines and carry out my assigned role in shared discussions and decision- making with peers. • I can ask questions to connect group members' ideas and answer questions with relevant information. • I can consider others' view points, but continue to support my view with evidence. 	<p>Skills Focus: Present, Group Roles, Accountable Talk</p>

Benchmark Assessments: "by nature, the language arts curriculum is a continual, spiraling foundation in which the skills cannot be taught in isolation. Therefore, the language arts benchmarks will focus on that foundation—using increasing passage difficulty, students will draw from the skills learned in earlier grades to take each benchmark. All benchmarks will be comprehensive and align with the skills assessed on state tests."