

**Course of Study English Language Arts - September 2021**  
**8th Grade**

**Strand: Reading Standards for Literature**

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Analyze literary text development.

RL.8.3 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.

RL.8.4 Determine the meaning of words and phrases as they are used in a text

RL.8.5 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.

RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

RL.8.7 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.

RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.

RL.8.10 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

**How Taught?**

- Students determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- Students incorporate a theme and its relationship to other story elements into an objective summary of the text
- Students determine figurative and connotative meanings
- Students analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
- Provide an objective summary of the text that includes the theme and relevant story elements.
- Closely read passages to analyze literary elements
- Students participate in small group and class discussions
- Students produce a thorough analysis of the text
- Students work in cooperative learning groups
- Allow students to self select Independent reading and/or Book Club books
- Students to define, use, and connect to content area and literature based vocabulary
- Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction

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<p><b>Materials:</b>  <i>MyPerspectives</i> Grade 8-- Unit 1: Rites of Passage (various selections)  <i>MyPerspectives</i> Grade 8 -- Unit 2: The Holocaust (various selections)  <i>MyPerspectives</i> Grade 8 -- Unit 4: Human Intelligence (various selections)  <i>My Perspectives Plus</i> lessons</p> <p>Additional selections may include but are not limited to:  <i>The Pearl</i>  <i>The Outsiders</i>  "The Tell Tale Heart"  "The Monkey's Paw"  "Legend of Sleepy Hollow"  "Frankenstein" <i>Scope</i> Play  "The Terrible Things"  "First They Came" poem  <i>Scope</i> play "The Boys Who Fought the Nazis"  "The Midnight Ride of Paul Revere"  "O Captain My Captain"  "The Rocket's Red Glare" <i>Scope</i> play with "The Star-Spangled Banner")  "Charles"  "A Retrieved Reformation"  <i>Freak the Mighty</i></p> <p>Complimentary artistic mediums may include but are not limited to:  <i>Flowers for Algernon</i>  <i>The Diary of Anne Frank</i></p> <p>Student Choice Book for Independent Reading</p>	<p><b>How Assessed?</b>  <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, journals, observations, conferences, rubrics, quick writes)</li> <li>● Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)</li> <li>● Literary Analysis: Compare and Contrast</li> <li>● Narrative Essay</li> </ul>
	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● breaking down concept into smaller components</li> <li>● presenting the information again in a different way</li> <li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different way</li> <li>● practice activities such as computer tutorials, games, hands-on activities</li> <li>● review sessions</li> </ul>

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	<ul style="list-style-type: none"> <li>● modeling and/or peer tutoring</li> <li>● student self assessments and reflection</li> <li>● graphic organizers</li> <li>● small-group instruction</li> </ul>
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**Strand: Reading Standards for Information Text**

<b>Learning Standard:</b>	<b>How Taught?</b>
<p>RI.8.1 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>RI.8.2 Analyze informational text development.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4 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>RI.8.5 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>RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7 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>RI.8.8 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>	<ul style="list-style-type: none"> <li>● Students determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</li> <li>● Students write objective summaries of a text</li> <li>● Students incorporate central ideas and their relationships into an objective summary of the text.</li> <li>● Teacher provides direct instruction, gives feedback, and models critical thinking.</li> <li>● Students will work in cooperative learning in small groups</li> </ul>

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<p>RI.8.9 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><b>Materials:</b>          MyPerspectives Grade 8-- Unit 1: Rites of Passage (various selections)          MyPerspectives Grade 8 -- Unit 2: The Holocaust (various selections)          MyPerspectives Grade 8 -- Unit 4: Human Intelligence (various selections)  <i>My Perspectives Plus</i> lessons          Additional selections may include but are not limited to:          "Man Made Monsters"  <i>The Diary of Anne Frank</i>          "The Boys Who Fought the Nazis" <i>Scope</i> article          Newsela and Achieve 3000 articles          ReadTheory passages          "The Star Spangled Banner" <i>Scope</i> article</p>	<p><b>How Assessed?</b>  <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, group work, reflections, discussions, writer's workshops, homework/classwork, self and peer evaluations, journals, observations, conferences, rubrics, quick writes)</li> <li>● Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)</li> <li>● Literary Analysis: Compare and Contrast</li> <li>● Argument Essay</li> <li>● Informative Essay</li> <li>● Multimedia Research Projects</li> </ul> <p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● breaking down concept into smaller components</li> <li>● presenting the information again in a different way</li> <li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different way</li> <li>● practice activities such as computer tutorials, games, hands-on activities</li> <li>● review sessions</li> <li>● modeling and/or peer tutoring</li> <li>● student self assessments and reflection</li> <li>● graphic organizers</li> <li>● small-group instruction</li> </ul>

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**Strand: Writing Standards**

<b>Learning Standard:</b>	<b>How Taught?</b>
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.2 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>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</p> <p>W.8.4 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>W.8.5 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 the purpose and audience have been addressed.</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p>	<ul style="list-style-type: none"> <li>● Establish a clear thesis statement to present an argument.</li> <li>● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>● Establish a clear thesis statement to present information.</li> <li>● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information</li> </ul>

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W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

and examples.

- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered

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	<p>new”).</p> <ul style="list-style-type: none"> <li>● Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ul>
<p><b>Materials:</b>  MyPerspectives Grade 8-- Unit 1: Rites of Passage (various selections)  MyPerspectives Grade 8 -- Unit 2: The Holocaust (various selections)  MyPerspectives Grade 8 -- Unit 4: Human Intelligence (various selections)  <i>My Perspectives Plus</i> lessons  Various exemplar materials and student models  Various artistic mediums may include but are not limited to:  <i>Flowers for Algernon</i>  <i>The Diary of Anne Frank</i>  <i>My Perspectives</i> modeling videos  ProCon.org  Purdue OWL  Easy Bib</p>	<p><b>How Assessed?</b>  <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Informative writing</li> <li>● Argument writing</li> <li>● Compare and Contrast writing</li> <li>● Literary analysis</li> <li>● Journal writing</li> <li>● Creative writing</li> </ul> <p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Revise</li> <li>● Edit</li> <li>● Resubmit</li> </ul>

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**Strand: Speaking and Listening Standards**

<p><b>Learning Standard:</b></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>SL.8.2 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>SL.8.3 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>SL.8.4 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>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>How Taught?</b></p> <ul style="list-style-type: none"> <li>● Students participate in small group and class discussions</li> <li>● Students come to discussions prepared, having read or researched material under study; students refer to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>● Students will follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● Students pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>● Students acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</li> <li>● Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<p><b>Materials:</b>  Student Choice Independent Reading selections</p>	<p><b>How Assessed?</b></p>



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<p><i>My Perspectives</i> media selections  <i>My Perspectives</i> modeling videos  <i>My Perspectives</i> audio recordings  <i>My Perspectives Plus</i> lessons          Student and/or teacher research materials          Artistic mediums including but not limited to:  <i>Flowers for Algernon</i>  <i>The Diary of Anne Frank</i></p>	<p><b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Presenting an argument</li> <li>● Presenting a personal narrative</li> <li>● Presenting on independent reading</li> <li>● Giving an explanatory talk</li> </ul>
	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Remediation and review</li> <li>● Questions and answer session</li> <li>● Reflection</li> </ul>

### Strand: Language Standards

<p><b>Learning Standard:</b></p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>	<p><b>How Taught?</b></p> <ul style="list-style-type: none"> <li>● Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice.</li> <li>● Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>● Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>● Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>● Use an ellipsis to indicate an omission.</li> <li>● Spell correctly.</li> <li>● Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).</li> <li>● Use verbs in the conditional and</li> </ul>
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<p>vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>subjunctive moods to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>● 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 part of speech.</li> <li>● 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).</li> <li>● Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>● Use the relationship between particular words to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>
<p><b>Materials:</b>  <i>My Perspectives</i> Whole Class Performance tasks and unit materials   <i>My Perspectives Plus</i> interactive lessons             Additional materials may include but are not limited to:            Grade level word parts</p>	<p><b>How Assessed?</b>  <b>Assessments may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, observation,, questioning, diagnostics)</li> </ul>

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<p>Various teacher-selected resource materials</p>	<ul style="list-style-type: none"> <li>● Formative Assessments (entry/exit slips, group work, discussions, homework/classwork, journals, observations, conferences)</li> <li>● Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)</li> </ul>
	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● small group instruction</li> <li>● presenting the information again in a different way</li> <li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different way</li> <li>● practice activities such as computer tutorials, games, hands-on activities</li> <li>● review sessions</li> <li>● descriptive feedback on original task/assessment</li> <li>● conferencing</li> </ul>