



## **Syllabus For**

## **DMS**

## **8<sup>th</sup> Grade Reading Language Arts**

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**Teacher(s): Mrs. Jenny Elrod and Mrs. Galen Brown**

**Welcome to 8<sup>th</sup> Grade RLA! This syllabus shows a monthly breakdown of the standards your child will be taught, the objectives set forth to master those standards, and any major project or assignment that will assist in the mastery of those objectives.**

**We have completed this syllabus as a grade-level and content-area team in order to focus on consistency, and we have followed the state-approved blueprint. Specific weekly lesson plans will still be located on our school website: [www.dekalbmiddleschoolsaints.com](http://www.dekalbmiddleschoolsaints.com) . They will be listed under your child's grade and teacher, per subject.**

**Thank you! Let's have a phenomenal year!**

### **2016-2017**

#### **❖ August-Unit 1-Plot and Conflict**

- + Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- + Standard** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3
  - **Objective:** I can explain how dialogue and actions in a story work together to develop the story.
  - **Objective:** I can explain how a character's actions can develop the plot and reveal more about the character.
- + Standard** 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. RL.8.4

- **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
- **Objective:** I can identify several types of figurative language in a text.
- **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
- **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.
- ✚ **Standard** 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.8.5
  - **Objective:** I can compare and contrast two or more texts.
  - **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.
- ✚ **Standard** 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. RL.8.6
  - **Objective:** I can tell the point of view of each of the characters in a text.
  - **Objective:** I can identify the difference between the character's and the reader's points of view.
  - **Objective:** I can analyze how differences in the character's and the reader's points of view create suspense or humor.
- ✚ **Standard** 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.8.7
  - **Objective:** I can discuss how a film or live production of a story or drama is similar to or different from the text.
  - **Objective:** I can evaluate how the director's choice to make changes to the text in a film or live production impacts the story.
- ✚ **Standard** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures event sequences. W.8.3
  - **Objective:** I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5

- **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.6
  - **Objective:** I can use different forms of technology to create and publish my writing and to effectively present the relationship between my ideas and information.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2
  - **Objective:** I can show that I know how to write sentences accurately.
- ✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3
  - **Objective:** I can use what I know about the English language to write, speak, read and listen.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.

- ✚ **Standard** 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. L.8.4C
  - **Objective:** 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.
- ✚ **Standard** 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. L.8.6
  - **Objective:** I can learn and use new vocabulary appropriate for eighth grade.
  - **Objective:** I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

✓ **Major Project/Assignment: Personal Narrative**

## ❖ **September-Unit 2-Character and Point of View**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- ✚ **Standard** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3
  - **Objective:** I can explain how dialogue and actions in a story work together to develop the story.
  - **Objective:** I can explain how a character's actions can develop the plot and reveal more about the character.
- ✚ **Standard** 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. RL.8.6
  - **Objective:** I can tell the point of view of each of the characters in a text.
  - **Objective:** I can identify the difference between the character's and the reader's points of view.
  - **Objective:** I can analyze how differences in the character's and the reader's points of view create suspense or humor.
- ✚ **Standard** Write arguments to support claims with clear reasons and relevant evidence. W.8.1
  - **Objective:** I can write arguments and use clear reasons and relevant evidence to support my claims

- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9
  - **Objective:** I can gather evidence from fiction or informational text to support my investigation, thinking and research.
- ✚ **Standard** Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). W.8.9A
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing literature.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1C
  - **Objective:** I can understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
- ✚ **Standard** Interpret figures of speech (e.g., verbal irony, puns) in context. L.8.5A
  - **Objective:** I can identify figures of speech, such as puns and verbal irony, and explain their meaning in the context of a sentence.

- ✚ **Standard** Use the relationship between particular words to better understand each of the words. L.8.5B
  - **Objective:** I can use the relationship between words to help me better understand each of the individual words.
- ✚ **Standard** 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. L.8.6
  - **Objective:** I can learn and use new vocabulary appropriate for eighth grade.
  - **Objective:** I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

✓ **Major Project/Assignment: Critical Review**

### ❖ **October-Unit 3-Setting and Mood**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- ✚ **Standard** 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. RL.8.2
  - **Objective:** I can use details from the text to determine the theme or message of a story.
  - **Objective:** I can give an unbiased summary of a story.
  - **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.
- ✚ **Standard** 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. RL.8.4
  - **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
  - **Objective:** I can identify several types of figurative language in a text.
  - **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
  - **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.

- ✚ **Standard** 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. RL.8.6
  - **Objective:** I can tell the point of view of each of the characters in a text.
  - **Objective:** I can identify the difference between the character's and the reader's points of view.
  - **Objective:** I can analyze how differences in the character's and the reader's points of view create suspense or humor.
- ✚ **Standard** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1
  - **Objective:** I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text.
- ✚ **Standard** 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. RI.8.6
  - **Objective:** 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.
- ✚ **Standard** 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"). W.8.9B
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
- ✚ **Standard** 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. L.8.4C

- **Objective:** 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
  - ✚ **Standard** 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).  
L.8.4D
    - **Objective:** I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.
- ✓ **Major Project/Assignment:** Comparison-Contrast Essay

### ❖ **November-Unit 4-Theme and Symbol**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- ✚ **Standard** 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. RL.8.2
  - **Objective:** I can use details from the text to determine the theme or message of a story.
  - **Objective:** I can give an unbiased summary of a story.
  - **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.
- ✚ **Standard** 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.8.5
  - **Objective:** I can compare and contrast two or more texts.
  - **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.
- ✚ **Standard** 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. RL.8.9
  - **Objective:** I can analyze a fiction text and connect its themes, events or characters to a mythical, traditional or religious piece of writing.
  - **Objective:** I can analyze how a mythical, traditional or religious piece of writing is changed into a modern work.
- ✚ **Standard** 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. RL.8.10



- **Objective:** I can read and understand stories, dramas and poems at my grade level independently.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures event sequences. W.8.3
  - **Objective:** I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). W.8.9A
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing literature.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2
  - **Objective:** I can show that I know how to write sentences accurately.
- ✚ **Standard** Spell correctly. L.8.2C
  - **Objective:** I can spell correctly.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B

- **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
- ✚ **Standard** 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. L.8.4C
  - **Objective:** 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
- ✚ **Standard** 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). L.8.4D
  - **Objective:** I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.

✓ **Major Project/Assignment: Short Story**

## ❖ **December-Unit 6-Style, Voice, and Tone**

- ✚ **Standard** 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. RL.8.4
  - **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
  - **Objective:** I can identify several types of figurative language in a text.
  - **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
  - **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.
- ✚ **Standard** 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.8.5
  - **Objective:** I can compare and contrast two or more texts.
  - **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.
- ✚ **Standard** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1
  - **Objective:** I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text.

- ✚ **Standard** 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. RI.8.2
  - **Objective:** I can find more than one central idea of a text and explain how the ideas develop throughout the text.
  - **Objective:** I can give an unbiased summary of a piece of informational text.
  - **Objective:** I can explain how supporting ideas develop and relate to the central idea of a text.
- ✚ **Standard** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3
  - **Objective:** I can compare and contrast individuals, ideas and events in a text.
- ✚ **Standard** 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. RI.8.4
  - **Objective:** I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.
  - **Objective:** I can analyze the impact of an author's word choice on the meaning and tone of a piece of informational text.
  - **Objective:** I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.

- ✚ **Standard** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - **Objective:** I can gather evidence from fiction or informational text to support my investigation, thinking and research.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2A
- ✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3
  - **Objective:** I can use what I know about the English language to write, speak, read and listen.
- ✚ **Standard** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). L.8.5c
  - **Objective:** I can understand the slight differences between words with very similar definitions.
- ✚ **Standard** 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. L.8.6

- **Objective:** I can learn and use new vocabulary appropriate for eighth grade
- **Objective:** I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

✓ **Major Project/Assignment: Literary Analysis**

## ❖ **January-Unit 8-Facts and Information**

- ✚ **Standard** 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. RI.8.2
  - **Objective:** I can find more than one central idea of a text and explain how the ideas develop throughout the text.
  - **Objective:** I can give an unbiased summary of a piece of informational text.
  - **Objective:** I can explain how supporting ideas develop and relate to the central idea of a text.
- ✚ **Standard** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3
  - **Objective:** I can compare and contrast individuals, ideas and events in a text.
- ✚ **Standard** 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. RI.8.4
  - **Objective:** I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.
  - **Objective:** I can analyze the impact of an author's word choice on the meaning and tone of a piece of informational text.
  - **Objective:** I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text.
- ✚ **Standard** 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. RI.8.5
  - **Objective:** I can break a paragraph into sentences to identify and analyze their functions within the paragraph.
  - **Objective:** I can explain how sentences support the main idea of a paragraph.

- ✚ **Standard** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. RI.8.7
  - **Objective:** I can identify several ways to present on a topic (ex: print or digital text, video or multimedia).
  - **Objective:** I can evaluate the advantages and disadvantages of presenting information in various formats.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.7
  - **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
  - **Objective:** I can research a topic and develop more related questions about that topic for further exploration.
- ✚ **Standard** 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.8.8
  - **Objective:** I can determine if a source is credible and accurate when I gather new information from books or technology.
  - **Objective:** I can quote or paraphrase from print and digital sources without plagiarizing.
  - **Objective:** I can correctly cite sources within or at the end of my writing.

- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.1A
  - **Objective:** I can come to discussions prepared to share my ideas because I have read or studied the required material.
  - **Objective:** 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.
- ✚ **Standard** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1C
  - **Objective:** I can ask questions to connect group members' ideas and answer questions with relevant information.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5
  - **Objective:** I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences. L.8.1A
  - **Objective:** I can explain verbals (gerunds, participles, infinitives) and how they work in sentences.

- ✚ **Standard** 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. L.8.4A
  - **Objective:** I can use context clues to figure out what words or phrases mean.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.

✓ **Major Project/Assignment: Procedural Text**

## ❖ **February-Unit 9-Argument and Persuasion**

- ✚ **Standard** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1
  - **Objective:** I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text.
- ✚ **Standard** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3
  - **Objective:** I can compare and contrast individuals, ideas and events in a text.
- ✚ **Standard** 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 RI.8.4
  - **Objective:** I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.
  - **Objective:** I can analyze the impact of an author's word choice on the meaning and tone of a piece of informational text.
  - **Objective:** I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text.
- ✚ **Standard** 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. RI.8.5
  - **Objective:** I can break a paragraph into sentences to identify and analyze their functions within the paragraph.
  - **Objective:** I can explain how sentences support the main idea of a paragraph.



- ✚ **Standard** 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. RI.8.6
  - **Objective:** 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.
- ✚ **Standard** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. RI.8.7
  - **Objective:** I can identify several ways to present on a topic (ex: print or digital text, video or multimedia).
  - **Objective:** I can evaluate the advantages and disadvantages of presenting information in various formats.
- ✚ **Standard** 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. RI.8.8
  - **Objective:** I can outline and explain specific claims and supportive evidence in an argument.
  - **Objective:** 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.
- ✚ **Standard** 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. RI.8.9
  - I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretation.
- ✚ **Standard** Write arguments to support claims with clear reasons and relevant evidence W.8.1A-E
  - **Objective:** I can write arguments and use clear reasons and relevant evidence to support my claims.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2B
  - **Objective:** I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples.
- ✚ **Standard** Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2F

- **Objective:** I can write a conclusion that follows from and supports the information and explanations I presented.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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”). W.8.9B
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.8.3
  - **Objective:** I can outline specific claims and link them to a speaker's argument.
  - **Objective:** I can determine whether or not there is enough relevant evidence to support an argument.
  - **Objective:** I can recognize evidence that does not relate to an argument.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6

- **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Use an ellipsis to indicate an omission. L.8.2B
  - **Objective:** I can use an ellipsis to show that words or phrases have been left out (omitted).
- ✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3
  - **Objective:** I can use what I know about the English language to write, speak, read and listen.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots
- ✚ **Standard** 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. L.8.4C
  - **Objective:** 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.
- ✚ **Standard** 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). L.8.4D
  - **Objective:** I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.

✓ **Major Project/Assignment: Persuasive Essay**

### ❖ **March-Unit 5-Poetry**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- ✚ **Standard** 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. RL.8.2
  - **Objective:** I can use details from the text to determine the theme or message of a story.

- **Objective:** I can give an unbiased summary of a story.
- **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.
- ✚ **Standard** 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. RL.8.4
  - **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
  - **Objective:** I can identify several types of figurative language in a text.
  - **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
  - **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.
- ✚ **Standard** 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.8.5
  - **Objective:** I can compare and contrast two or more texts.
  - **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.6
  - **Objective:** I can use different forms of technology to create and publish my writing and to effectively present the relationship between my ideas and information.

- ✚ **Standard** 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. W.8.7
  - **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
  - **Objective:** I can research a topic and develop more related questions about that topic for further exploration.
- ✚ **Standard** 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.8.8
  - **Objective:** I can determine if a source is credible and accurate when I gather new information from books or technology.
  - **Objective:** I can quote or paraphrase from print and digital sources without plagiarizing.
  - **Objective:** I can correctly cite sources within or at the end of my writing.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1C
  - **Objective:** I can ask questions to connect group members' ideas and answer questions with relevant information.
- ✚ **Standard** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5
  - **Objective:** I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly.
- ✚ **Standard** Spell correctly. L.8.2C
  - **Objective:** I can spell correctly.

✓ **Major Project/Assignment: Online Feature Article**

## ❖ **April-Unit 10-The Power of Research**

- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f

- **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.7
  - **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
  - **Objective:** I can research a topic and develop more related questions about that topic for further exploration.
- ✚ **Standard** 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.8.8
  - **Objective:** I can determine if a source is credible and accurate when I gather new information from books or technology.
  - **Objective:** I can quote or paraphrase from print and digital sources without plagiarizing.
  - **Objective:** I can correctly cite sources within or at the end of my writing.
- ✚ **Standard** 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”). W.8.9B
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.

- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.

✓ **Major Project/Assignment: Research Report**

## ❖ **May-Unit 7-History, Culture, and the Author**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
  - **Standard** 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. RL.8.2
    - **Objective:** I can use details from the text to determine the theme or message of a story.
    - **Objective:** I can give an unbiased summary of a story.
    - **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.
- ✚ **Standard** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3
  - **Objective:** I can explain how dialogue and actions in a story work together to develop the story.
  - **Objective:** I can explain how a character's actions can develop the plot and reveal more about the character.
- ✚ **Standard** 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. RL.8.4

- **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
- **Objective:** I can identify several types of figurative language in a text.
- **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
- **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.

✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f

- **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.

✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4

- **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.

✚ **Standard** 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. W.8.5

- **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.

✚ **Standard** 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. W.8.7

- **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
- **Objective:** I can research a topic and develop more related questions about that topic for further exploration.

✚ **Standard** 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”). W.8.9B

- **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.

✚ **Standard** 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. W.8.10



➤ **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.

✚ **Standard** 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. SL.8.4

➤ **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.

➤ **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.

✚ **Standard** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5

➤ **Objective:** I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly.

✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6

➤ **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.

✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1

➤ **Objective:** I can show that I understand standard English in my speech and in my writing.

✚ **Standard** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2

➤ **Objective:** I can show that I know how to write sentences accurately.

✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3

➤ **Objective:** I can use what I know about the English language to write, speak, read and listen.

✚ **Standard** 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. L.8.4C

➤ **Objective:** 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.

✚ **Standard** Use the relationship between particular words to better understand each of the words. L.8.5B

➤ **Objective:** I can use the relationship between words to help me better understand each of the individual words.

✓ **Major Project/Assignment: Cause-and-Effect Essay**



## **Syllabus For**

### **DMS**

## **8<sup>th</sup> Grade Reading Language Arts**

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**Teacher(s): Holly Espinosa**

**Welcome to 8<sup>th</sup> Grade RLA! This syllabus shows a monthly breakdown of the standards your child will be taught, the objectives set forth to master those standards, and any major project or assignment that will assist in the mastery of those objectives.**

**We have completed this syllabus as a grade-level and content-area team in order to focus on consistency, and we have followed the state-approved blueprint. Specific weekly lesson plans will still be located on our school website: [www.dekalbmiddleschoolsaints.com](http://www.dekalbmiddleschoolsaints.com) . They will be listed under your child's grade and teacher, per subject.**

**Thank you! Let's have a phenomenal year!**

### **2016-2017**

#### **❖ August-Unit 1-Plot and Conflict**

- + Standard** 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.8.1
  - Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- + Standard** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3
  - Objective:** I can explain how dialogue and actions in a story work together to develop the story.
  - Objective:** I can explain how a character's actions can develop the plot and reveal more about the character.
- + Standard** 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. RL.8.4

- **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
- **Objective:** I can identify several types of figurative language in a text.
- **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
- **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.

✚ **Standard** 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.8.5

- **Objective:** I can compare and contrast two or more texts.
- **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.

✚ **Standard** 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. RL.8.6

- **Objective:** I can tell the point of view of each of the characters in a text.
- **Objective:** I can identify the difference between the character's and the reader's points of view.
- **Objective:** I can analyze how differences in the character's and the reader's points of view create suspense or humor.

✚ **Standard** 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.8.7

- **Objective:** I can discuss how a film or live production of a story or drama is similar to or different from the text.
- **Objective:** I can evaluate how the director's choice to make changes to the text in a film or live production impacts the story.

✚ **Standard** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.3

- **Objective:** I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.

✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4

- **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.

- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.6
  - **Objective:** I can use different forms of technology to create and publish my writing and to effectively present the relationship between my ideas and information.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2
  - **Objective:** I can show that I know how to write sentences accurately.
- ✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3
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- **Objective:** I can use what I know about the English language to write, speak, read and listen.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
- ✚ **Standard** 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. L.8.4C
  - **Objective:** 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.
- ✚ **Standard** 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. L.8.6
  - **Objective:** I can learn and use new vocabulary appropriate for eighth grade.
  - **Objective:** I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

✓ **Major Project/Assignment:** Personal Narrative

### ❖ **September-Unit 2-Character and Point of View**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- ✚ **Standard** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3
  - **Objective:** I can explain how dialogue and actions in a story work together to develop the story.
  - **Objective:** I can explain how a character's actions can develop the plot and reveal more about the character.
- ✚ **Standard** 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. RL.8.6
  - **Objective:** I can tell the point of view of each of the characters in a text.
  - **Objective:** I can identify the difference between the character's and the reader's points of view.

- **Objective:** I can analyze how differences in the character's and the reader's points of view create suspense or humor.
- ✚ **Standard** Write arguments to support claims with clear reasons and relevant evidence. W.8.1
  - **Objective:** I can write arguments and use clear reasons and relevant evidence to support my claims
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9
  - **Objective:** I can gather evidence from fiction or informational text to support my investigation, thinking and research.
- ✚ **Standard** Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). W.8.9A
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing literature.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1C
  - **Objective:** I can understand and use these verb forms: indicative, imperative, interrogative, conditional and subjunctive.

- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
- ✚ **Standard** Interpret figures of speech (e.g., verbal irony, puns) in context. L.8.5A
  - **Objective:** I can identify figures of speech, such as puns and verbal irony, and explain their meaning in the context of a sentence.
- ✚ **Standard** Use the relationship between particular words to better understand each of the words. L.8.5B
  - **Objective:** I can use the relationship between words to help me better understand each of the individual words.
- ✚ **Standard** 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. L.8.6
  - **Objective:** I can learn and use new vocabulary appropriate for eighth grade.
  - **Objective:** I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

✓ **Major Project/Assignment: Critical Review**

### ❖ **October-Unit 3-Setting and Mood**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- ✚ **Standard** 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. RL.8.2
  - **Objective:** I can use details from the text to determine the theme or message of a story.
  - **Objective:** I can give an unbiased summary of a story.
  - **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.
- ✚ **Standard** 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. RL.8.4
  - **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
  - **Objective:** I can identify several types of figurative language in a text.
  - **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
  - **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.
- ✚ **Standard** 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. RL.8.6
  - **Objective:** I can tell the point of view of each of the characters in a text.
  - **Objective:** I can identify the difference between the character's and the reader's points of view.
  - **Objective:** I can analyze how differences in the character's and the reader's points of view create suspense or humor.
- ✚ **Standard** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1
  - **Objective:** I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text.
- ✚ **Standard** 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. RI.8.6
  - **Objective:** 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.
- ✚ **Standard** 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"). W.8.9B
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.



- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
- ✚ **Standard** 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. L.8.4C
  - **Objective:** 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
- ✚ **Standard** 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). L.8.4D
  - **Objective:** I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.

✓ **Major Project/Assignment: Comparison-Contrast Essay**

### ❖ **November-Unit 4-Theme and Symbol**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
- ✚ **Standard** 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. RL.8.2
  - **Objective:** I can use details from the text to determine the theme or message of a story.
  - **Objective:** I can give an unbiased summary of a story.
  - **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.
- ✚ **Standard** 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.8.5
  - **Objective:** I can compare and contrast two or more texts.

- **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.
- ✚ **Standard** 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. RL.8.9
  - **Objective:** I can analyze a fiction text and connect its themes, events or characters to a mythical, traditional or religious piece of writing.
  - **Objective:** I can analyze how a mythical, traditional or religious piece of writing is changed into a modern work.
- ✚ **Standard** 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. RL.8.10
  - **Objective:** I can read and understand stories, dramas and poems at my grade level independently.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structures event sequences. W.8.3
  - **Objective:** I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). W.8.9A
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing literature.

- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2
  - **Objective:** I can show that I know how to write sentences accurately.
- ✚ **Standard** Spell correctly. L.8.2C
  - **Objective:** I can spell correctly.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
- ✚ **Standard** 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. L.8.4C
  - **Objective:** 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
- ✚ **Standard** 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). L.8.4D
  - **Objective:** I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.

✓ **Major Project/Assignment: Short Story**

### ❖ **December-Unit 6-Style, Voice, and Tone**

- ✚ **Standard** 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. RL.8.4
  - **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
  - **Objective:** I can identify several types of figurative language in a text.
  - **Objective:** I can identify how certain word choices influence the meaning and tone of a text.

- **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.

✚ **Standard** 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.8.5

- **Objective:** I can compare and contrast two or more texts.
- **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.

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

- **Objective:** I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text.

✚ **Standard** 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. RI.8.2

- **Objective:** I can find more than one central idea of a text and explain how the ideas develop throughout the text.
- **Objective:** I can give an unbiased summary of a piece of informational text.
- **Objective:** I can explain how supporting ideas develop and relate to the central idea of a text.

✚ **Standard** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3

- **Objective:** I can compare and contrast individuals, ideas and events in a text.

✚ **Standard** 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. RI.8.4

- **Objective:** I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.
- **Objective:** I can analyze the impact of an author's word choice on the meaning and tone of a piece of informational text.
- **Objective:** I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text.

✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f

- **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - **Objective:** I can gather evidence from fiction or informational text to support my investigation, thinking and research.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
  - **Objective:** I can show that I understand standard English in my speech and in my writing.
- ✚ **Standard** Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2A

- ✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3
  - **Objective:** I can use what I know about the English language to write, speak, read and listen.
- ✚ **Standard** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). L.8.5c
  - **Objective:** I can understand the slight differences between words with very similar definitions.
- ✚ **Standard** 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. L.8.6
  - **Objective:** I can learn and use new vocabulary appropriate for eighth grade
  - **Objective:** I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.

✓ **Major Project/Assignment: Literary Analysis**

## ❖ **January-Unit 8-Facts and Information**

- ✚ **Standard** 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. RI.8.2
  - **Objective:** I can find more than one central idea of a text and explain how the ideas develop throughout the text.
  - **Objective:** I can give an unbiased summary of a piece of informational text.
  - **Objective:** I can explain how supporting ideas develop and relate to the central idea of a text.
- ✚ **Standard** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3
  - **Objective:** I can compare and contrast individuals, ideas and events in a text.
- ✚ **Standard** 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. RI.8.4

- **Objective:** I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.
- **Objective:** I can analyze the impact of an author's word choice on the meaning and tone of a piece of informational text.
- **Objective:** I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text.
- ✚ **Standard** 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. RI.8.5
  - **Objective:** I can break a paragraph into sentences to identify and analyze their functions within the paragraph.
  - **Objective:** I can explain how sentences support the main idea of a paragraph.
- ✚ **Standard** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. RI.8.7
  - **Objective:** I can identify several ways to present on a topic (ex: print or digital text, video or multimedia).
  - **Objective:** I can evaluate the advantages and disadvantages of presenting information in various formats.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.7

- **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
- **Objective:** I can research a topic and develop more related questions about that topic for further exploration.
- ✚ **Standard** 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.8.8
  - **Objective:** I can determine if a source is credible and accurate when I gather new information from books or technology.
  - **Objective:** I can quote or paraphrase from print and digital sources without plagiarizing.
  - **Objective:** I can correctly cite sources within or at the end of my writing.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.1A
  - **Objective:** I can come to discussions prepared to share my ideas because I have read or studied the required material.
  - **Objective:** 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.
- ✚ **Standard** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1C
  - **Objective:** I can ask questions to connect group members' ideas and answer questions with relevant information.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.



- ✚ **Standard** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5
  - **Objective:** I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences. L.8.1A
  - **Objective:** I can explain verbals (gerunds, participles, infinitives) and how they work in sentences.
- ✚ **Standard** 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. L.8.4A
  - **Objective:** I can use context clues to figure out what words or phrases mean.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.

✓ **Major Project/Assignment: Procedural Text**

## ❖ **February-Unit 9-Argument and Persuasion**

- ✚ **Standard** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1
  - **Objective:** I can give examples of key pieces in a text that support my thoughts and inferences about a piece of informational text.
- ✚ **Standard** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3
  - **Objective:** I can compare and contrast individuals, ideas and events in a text.
- ✚ **Standard** 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 RI.8.4

- **Objective:** I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.
- **Objective:** I can analyze the impact of an author's word choice on the meaning and tone of a piece of informational text.
- **Objective:** I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text.
- ✚ **Standard** 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. RI.8.5
  - **Objective:** I can break a paragraph into sentences to identify and analyze their functions within the paragraph.
  - **Objective:** I can explain how sentences support the main idea of a paragraph.
- ✚ **Standard** 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. RI.8.6
  - **Objective:** 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.
- ✚ **Standard** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or text. RI.8.7
  - **Objective:** I can identify several ways to present on a topic (ex: print or digital text, video or multimedia).
  - **Objective:** I can evaluate the advantages and disadvantages of presenting information in various formats.
- ✚ **Standard** 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. RI.8.8
  - **Objective:** I can outline and explain specific claims and supportive evidence in an argument.
  - **Objective:** 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.
- ✚ **Standard** 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. RI.8.9
  - I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretation.

- ✚ **Standard** Write arguments to support claims with clear reasons and relevant evidence W.8.1A-E
  - **Objective:** I can write arguments and use clear reasons and relevant evidence to support my claims.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2B
  - **Objective:** I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples.
- ✚ **Standard** Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2F
  - **Objective:** I can write a conclusion that follows from and supports the information and explanations I presented.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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”). W.8.9B
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.

- ✚ **Standard** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.8.3
  - **Objective:** I can outline specific claims and link them to a speaker's argument.
  - **Objective:** I can determine whether or not there is enough relevant evidence to support an argument.
  - **Objective:** I can recognize evidence that does not relate to an argument.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
- ✚ **Standard** Use an ellipsis to indicate an omission. L.8.2B
  - **Objective:** I can use an ellipsis to show that words or phrases have been left out (omitted).
- ✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3
  - **Objective:** I can use what I know about the English language to write, speak, read and listen.
- ✚ **Standard** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). L.8.4B
  - **Objective:** I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots
- ✚ **Standard** 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. L.8.4C
  - **Objective:** 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.

- ✚ **Standard** 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).

L.8.4D

- **Objective:** I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.

✓ **Major Project/Assignment: Persuasive Essay**

## ❖ **March-Unit 5-Poetry**

- ✚ **Standard** 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.8.1

- **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.

- ✚ **Standard** 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. RL.8.2

- **Objective:** I can use details from the text to determine the theme or message of a story.

- **Objective:** I can give an unbiased summary of a story.

- **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.

- ✚ **Standard** 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. RL.8.4

- **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.

- **Objective:** I can identify several types of figurative language in a text.

- **Objective:** I can identify how certain word choices influence the meaning and tone of a text.

- **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.

- ✚ **Standard** 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.8.5

- **Objective:** I can compare and contrast two or more texts.

- **Objective:** I can explain how structural differences of two or more texts contribute to their meaning and style.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.6
  - **Objective:** I can use different forms of technology to create and publish my writing and to effectively present the relationship between my ideas and information.
- ✚ **Standard** 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. W.8.7
  - **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
  - **Objective:** I can research a topic and develop more related questions about that topic for further exploration.
- ✚ **Standard** 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.8.8
  - **Objective:** I can determine if a source is credible and accurate when I gather new information from books or technology.
  - **Objective:** I can quote or paraphrase from print and digital sources without plagiarizing.
  - **Objective:** I can correctly cite sources within or at the end of my writing.

- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1C
  - **Objective:** I can ask questions to connect group members' ideas and answer questions with relevant information.
- ✚ **Standard** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5
  - **Objective:** I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly.
- ✚ **Standard** Spell correctly. L.8.2C
  - **Objective:** I can spell correctly.

✓ **Major Project/Assignment:** Online Feature Article

## ❖ **April-Unit 10-The Power of Research**

- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.7

- **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
- **Objective:** I can research a topic and develop more related questions about that topic for further exploration.
- ✚ **Standard** 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.8.8
  - **Objective:** I can determine if a source is credible and accurate when I gather new information from books or technology.
  - **Objective:** I can quote or paraphrase from print and digital sources without plagiarizing.
  - **Objective:** I can correctly cite sources within or at the end of my writing.
- ✚ **Standard** 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”). W.8.9B
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
  - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.



## ❖ **May-Unit 7-History, Culture, and the Author**

- ✚ **Standard** 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.8.1
  - **Objective:** I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story.
  - **Standard** 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. RL.8.2
    - **Objective:** I can use details from the text to determine the theme or message of a story.
    - **Objective:** I can give an unbiased summary of a story.
    - **Objective:** I can explain how characters, setting and plot interact to support and develop the theme.
- ✚ **Standard** Analyze how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.3
  - **Objective:** I can explain how dialogue and actions in a story work together to develop the story.
  - **Objective:** I can explain how a character's actions can develop the plot and reveal more about the character.
- ✚ **Standard** 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. RL.8.4
  - **Objective:** I can figure out the deeper meanings of words and phrases as they are used in a story.
  - **Objective:** I can identify several types of figurative language in a text.
  - **Objective:** I can identify how certain word choices influence the meaning and tone of a text.
  - **Objective:** I can identify how the author's analogies or allusions to other texts influence meaning and tone.
- ✚ **Standard** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2a-f
  - **Objective:** I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.

- ✚ **Standard** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.4
  - **Objective:** I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- ✚ **Standard** 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. W.8.5
  - **Objective:** I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults.
- ✚ **Standard** 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. W.8.7
  - **Objective:** I can use various sources to complete short research projects in order to answer an assigned question or a question I have created myself.
  - **Objective:** I can research a topic and develop more related questions about that topic for further exploration.
- ✚ **Standard** 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”). W.8.9B
  - **Objective:** I can apply all that I have learned in 8th grade reading to writing informational texts.
- ✚ **Standard** 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. W.8.10
  - **Objective:** I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
- ✚ **Standard** 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. SL.8.4
  - **Objective:** I can give a presentation that makes claims using relevant evidence, details and reasons.
  - **Objective:** I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- ✚ **Standard** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5

- **Objective:** I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly.
  - ✚ **Standard** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.8.6
    - **Objective:** I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.
  - ✚ **Standard** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1
    - **Objective:** I can show that I understand standard English in my speech and in my writing.
  - ✚ **Standard** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2
    - **Objective:** I can show that I know how to write sentences accurately.
  - ✚ **Standard** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3
    - **Objective:** I can use what I know about the English language to write, speak, read and listen.
  - ✚ **Standard** 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. L.8.4C
    - **Objective:** 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.
  - ✚ **Standard** Use the relationship between particular words to better understand each of the words. L.8.5B
    - **Objective:** I can use the relationship between words to help me better understand each of the individual words.
- ✓ **Major Project/Assignment: Cause-and-Effect Essay**