2017.18 Eighth Grade, ELA, Quarter 3

<table>
<thead>
<tr>
<th>Big Ideas/Key Concepts:</th>
<th>What’s in Style? Style, Voice, and Tone in Fiction, Informational Text, and Poetry (Unit 6)</th>
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<tr>
<td></td>
<td>What Shapes Who We Are? History, Culture, and the Author in Fiction, Informational Text, Media, and Poetry (Unit 7)</td>
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<td></td>
<td>Whom Can You Believe? Argument and Persuasion in Informational Text, Media, and Literature (Unit 9)</td>
</tr>
<tr>
<td>Writing Focus:</td>
<td>Argument</td>
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**Ongoing Standards and Expectations**

**Reading:** Volume of reading is an important aspect of an effective ELA classroom.

- 8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.
- 8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- Lexile Bands for College and Career Readiness Grade 8 are 1010L-1185L

**Writing:** Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.

- 8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
- 8.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
- 8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
- 8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed.

Review the following skills from previous grades as needed based on formative testing:

- Correctly use nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) and pronouns (i.e., agreement, reflexive, interrogative, demonstrative) within context.
- Correctly use verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.
- Correctly use adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (comparative and superlative forms) within context.
- Correctly use conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.
- Correctly use commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.
- Develop a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).
- Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods) to join or separate elements within context.
- Recognize and correct usage errors occurring within context.
- Correctly use appositive and appositive phrases within context.
- Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.
- Correctly use quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).
Big Ideas/Key Concepts:
*Who Is the Real You?* Style, Voice, and Tone in Fiction, Informational Text, and Poetry *(Unit 6)*
*Where Do We Get Our Values?* History, Culture, and the Author in Fiction Informational Text, Media, and Poetry *(Unit 7)*
*Whom Can You Believe?* Argument and Persuasion in Informational Text, Media, and Literature *(Unit 9)*

Writing Focus: Argument Writing

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>Reading (Literature)</strong></td>
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<tr>
<td>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</td>
<td>• I can cite several pieces of textual evidence to support analysis of the text.</td>
</tr>
<tr>
<td>8.WCE.ELA.1 Cite textual evidence to make inferences and draw conclusions about the structure and elements of fiction.</td>
<td>• I can make inferences and analyze what the text says explicitly.</td>
</tr>
<tr>
<td>8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.</td>
<td>• I can cite textual evidence to make inferences and draw conclusions about the structure and elements of fiction.</td>
</tr>
<tr>
<td>8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
<td>• I can determine the central idea or theme of a text and analyze its development in the text.</td>
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<tr>
<td>8.WCE.ELA.3 Analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</td>
<td>• I can provide an objective summary of the text.</td>
</tr>
<tr>
<td>8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts,</td>
<td>• I can analyze how particular elements of a story or drama propel the action, reveal character and provoke a decision.</td>
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<tr>
<td>8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts,</td>
<td>• I can analyze how the author reveals character.</td>
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<td>8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts,</td>
<td>• I can determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings.</td>
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<td>8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts,</td>
<td>• I can analyze the impact of word choices on meaning and tone.</td>
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<td>8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts,</td>
<td>• I can determine the impact of analogies or allusions on textual</td>
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repetition of words and phrases, and analogies.

8.WCE.ELA.4 Compare and contrast how similar or dissimilar tone is established in two or more texts (including media). Explain differences and/or similarities in an analytical essay.

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<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>8.WCE.ELA.4</td>
<td>Compare and contrast how similar or dissimilar tone is established in two or more texts (including media). Explain differences and/or similarities in an analytical essay.</td>
</tr>
<tr>
<td>8.RL.CS.5</td>
<td>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.</td>
</tr>
<tr>
<td>8.WCE.ELA.2</td>
<td>Analyze and compare how the theme, structure, and language is developed differently in multiple pieces of text, including media.</td>
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<tr>
<td>8.RL.CS.6</td>
<td>Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.</td>
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<tr>
<td>8.RL.IKI.7</td>
<td>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.</td>
</tr>
<tr>
<td>8.RL.IKI.9</td>
<td>Analyze how contemporary texts are shaped by foundational texts or meaning.</td>
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- I can compare and contrast how similar or dissimilar tone is established in two or more texts.
- I can explain the difference/similarities in an analytical essay.
- I can compare and contrast the structure of two or more texts.
- I can analyze how the differing structure of each text contributes to its meaning and style.
- I can analyze and compare how the theme, structure, and language is developed differently in multiple pieces of text, including media.
- I can analyze how differences in the points of view of the characters and the audience or reader create effects of suspense, humor or dramatic irony.
- I can analyze a film or play and evaluate the changes a director or actor makes to the original text.
- I can analyze how a modern work of fiction draws on themes, patterns, or character types from myths, traditional stories, or religious works.
- I can independently and proficiently read and comprehend a variety of genres of literature.
literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.

8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading (Informational Text)

8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

8.WCE.ELA.6 Formulate clarifying questions before, during, and after reading.

8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

Reading (Informational Text)

- I can cite textual evidence to support analysis of the text.
- I can make inferences and analyze what the text says explicitly.
- I can formulate clarifying questions before, during, and after reading.
- I can determine a central idea of a text and analyze its development over the course of the text.
- I can determine the relationship of the central idea to the supporting ideas in the text.
- I can provide an objective summary of the text.
- I can analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- I can determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.
- I can analyze the impact of word choices on meaning and tone which includes analogies or allusions to other texts.
- I can analyze a detail in the structure of a specific paragraph in a
<table>
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<tr>
<td><strong>8.RI.CS.5</strong></td>
<td>Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.</td>
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<tr>
<td><strong>8.RI.CS.6</strong></td>
<td>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.</td>
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<tr>
<td><strong>8.WCE.ELA.7</strong></td>
<td>Analyze and explain persuasive devices in various forms of text, written and multimedia.</td>
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<tr>
<td><strong>8.RI.IKI.7</strong></td>
<td>Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</td>
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<tr>
<td><strong>8.RI.IKI.8</strong></td>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.</td>
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<tr>
<td><strong>8.RL.IKI.9</strong></td>
<td>Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.</td>
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- I can analyze the role of particular sentences in text.
- I can determine an author’s point of view or purpose in a text.
- I can analyze how the author admits and responds to conflicting evidence or viewpoints.
- I can analyze and explain persuasive devices in various forms of text, written and multimedia.
- I can evaluate the advantages and disadvantages of using different mediums.
- I can describe and evaluate the argument and claims in a text.
- I can assess if the reasoning is sound and the evidence is relevant and sufficient.
- I can recognize when irrelevant evidence is introduced.
- I can analyze how a modern work of fiction draws on themes, patterns, or character types from myths, traditional stories, or religious works.
- I can read and comprehend literary nonfiction independently and proficiently.
8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

**Writing**

8.WCE.ELA.8 Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
8.WCE.ELA.9 Develop an effective thesis statement and appropriate topic sentences when writing.
8.WCE.ELA.10 Cite text appropriately with in-text citations.

8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
8.W.TTP.1a Introduce claim(s).
8.W.TTP.1b Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
8.W.TTP.1c Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
8.W.TTP.1d Use credible sources and demonstrate an understanding of the topic or source material.
8.W.TTP.1e Craft an effective and relevant conclusion that supports the argument presented.
8.W.TTP.1f Use precise language and content-specific vocabulary.
8.W.TTP.1g Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
8.W.TTP.1h Use varied sentence structure to enhance meaning and reader interest.
8.W.TTP.1i Establish and maintain a formal style.

**Writing**

- I can use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- I can develop an effective thesis statement and appropriate topic sentences when writing.
- I can use in-text citations accurately.
- I can write arguments to support claims with clear reasons and relevant evidence.
- I can introduce claim(s).
- I can demonstrate understanding of a topic with supporting claim(s), logical reasoning, and relevant evidence.
- I can recognize and refute opposing claims.
- I can organize my evidence logically.
- I can support my claim by using accurate and credible sources.
- I can write an effective concluding paragraph that supports my argument.
- I can use precise language to enhance my argument.
- I can use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence.
- I can use a variety of sentence structures.
- I can establish and maintain a formal style.
- I can produce clear writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

8.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.CE.ELA.11 Synthesize information from multiple texts, including primary documents and multimedia, and cite appropriately in various forms of presentation.

8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach while focusing on purpose and audience.
- I can use technology to produce and publish writing.
- I can present the relationship between ideas and collaborate with others.
- I can use several sources and generate focused questions to conduct short research projects.
- I can synthesize information from multiple texts.
- I can use primary documents and multi-media in research.
- I can cite research correctly in various forms of presentation.
- I can gather relevant information from multiple print and digital sources by using search terms effectively.
- I can assess the credibility and accuracy of the data and conclusions of others.
- I can avoid plagiarism and follow a standard format for citation.
- I can draw evidence from literary or informational texts to support analysis, reflection, and research.
- I can determine and evaluate the argument and claims in a text.
8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.

8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.

8.SL.CC.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

assessing whether the reasoning is sound.

- I can write over extended and short time frames for a range of tasks, purposes, and audiences.

**Speaking and Listening**

- I can come to discussions prepared, refer to evidence on the topic, and reflect on ideas under discussion.
- I can engage effectively in collaborative discussions with diverse partners.
- I can build on others’ ideas and express ideas clearly.
- I can analyze the purpose of information presented in different media and formats.
- I can evaluate the motives behind the presentation presented in different media and formats.
- I can identify a speaker’s argument and claims.
- I can evaluate the reasoning in a speaker’s argument and determine relevant and irrelevant evidence.
- I can present claims and findings clearly and with relevant evidence, sound reasoning, and well-chosen details.
### Language

**8.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage.

- **8.L.CSE.1a.** When reading or listening, analyze the use of phrases and clauses within a larger text.
- **8.L.CSE.1b.** When reading or listening, explain the function of verbs.
- **8.L.CSE.1c.** When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.
- **8.L.CSE.1d** When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
- **8.L.CSE.1e** When writing or speaking, produce and use varied voice and mood of verbs.

**8.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

### Presentations

- **8.SL.PKI.4** Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **8.SL.PKI.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest.
- **8.SL.PKI.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<table>
<thead>
<tr>
<th>Language</th>
<th>Presentations</th>
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<tbody>
<tr>
<td>- I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.</td>
<td>- I can use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<tr>
<td>- I can analyze the use of phrases and clauses when reading or listening.</td>
<td>- I can include multimedia and visual displays in presentations to emphasize points.</td>
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<tr>
<td>- I can explain the functions of verbals (gerunds, infinitives, and participles) in general and in specific sentences.</td>
<td>- I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.</td>
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<tr>
<td>- I can write and speak using a variety of sentences with effectively-placed modifiers.</td>
<td>- I can explain the function of voice and mood of a verb and use variety when writing or speaking.</td>
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<tr>
<td>- I can demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td>- I can adjust my style and tone to fit a variety of contexts when writing or speaking.</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td>8.L.KL.3</td>
<td>When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.</td>
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<tr>
<td>8.L.VAU.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</td>
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<tr>
<td>8.L.VAU 4a</td>
<td>Use context as a clue to the meaning of a word or a phrase.</td>
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<tr>
<td>8.L.VAU 4b</td>
<td>Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</td>
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<tr>
<td>8.L.VAU 4c</td>
<td>Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</td>
</tr>
<tr>
<td>8.L.VAU 4d</td>
<td>Use etymological patterns in spelling as clues to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>8.L.VAU.5</td>
<td>When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</td>
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<tr>
<td>8.L.VAU.6</td>
<td>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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</table>