

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: EIGHTH

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome <ul style="list-style-type: none"> Variety of literature Text complexity 	8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex literature at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement. Identify explicit information from a text. 	CSA Q1D Week 9	<ul style="list-style-type: none"> Cite Infer/Make an Inference Evidence 	CRITICAL
<ul style="list-style-type: none"> Theme Setting 	8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	<ul style="list-style-type: none"> Identify a theme in a work. Cite evidence of the identified theme in the text. Distinguish between theme, plot, and subject in a work. Explain how the setting of a work influences its theme. Summarize the plot events that support the theme. 	CSA Q1D Week 9	<ul style="list-style-type: none"> Theme Plot Subject Setting Character 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Character • Plot 	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> • Explain how the author uses various methods of characterization to reveal a character’s aspects. • Explain the ways in which a character changes through the course of the work as a result of the events. • Identify the ways in which the conflict drives the plot development of a work. 	CSA Q1D Week 9	<ul style="list-style-type: none"> • Methods of Characterization • Static Character • Dynamic Character • Protagonist • Antagonist • Plot • Conflict • Types of Conflict • Climax 	IMPORTANT
Structural Elements and Organization <ul style="list-style-type: none"> • Text Structure 	8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> • Compare the structure of two related works of increasing length and complexity. • Contrast the structure of the two related works. 		<ul style="list-style-type: none"> • Compare • Contrast • Text structure • Style • Poetry • Prose 	IMPORTANT
<ul style="list-style-type: none"> • Point of view 	8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	<ul style="list-style-type: none"> • Identify the point of view in a work. • Explain how a cultural experience reflects the traditions and beliefs of the narrator. 	CSA Q1D Week 9	<ul style="list-style-type: none"> • Mythology • Folklore • Point of view • Narrator • First Person • Third Person 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome <ul style="list-style-type: none"> Variety of nonfiction Text complexity 	8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex nonfiction text at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement. Identify explicit information from a text. 	CSA.Q1B Week 5	<ul style="list-style-type: none"> Cite 	CRITICAL
<ul style="list-style-type: none"> Central idea 	8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	<ul style="list-style-type: none"> Identify the central idea of the work. Cite evidence of the central idea in the text. Provide a summary of the text. 	CSA.Q1B Week 5	<ul style="list-style-type: none"> Central idea Summary 	CRITICAL
<ul style="list-style-type: none"> Connections Distinctions 	8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<ul style="list-style-type: none"> Make connections between two outwardly different characters, events, or ideas within a text. Make distinctions between two outwardly similar characters, events, or ideas within a text. 	CSA.Q1B Week 5	<ul style="list-style-type: none"> Compare Contrast 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Structural Elements and Organization <ul style="list-style-type: none"> Paragraph structure 	8.RN.3.2: 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.	<ul style="list-style-type: none"> Identify elements of paragraph. 	CSA.Q1B Week 5	<ul style="list-style-type: none"> Topic Sentence Evidence/Details Conclusion 	ADDITIONAL
Structural Elements and Organization <ul style="list-style-type: none"> Author's purpose Author's perspective 	8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> Identify the author's purpose in the text. Identify the author's perspective in the text. 	CSA.Q1B Week 5	<ul style="list-style-type: none"> Author's purpose Author's perspective 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Evaluation of claims and reasoning Evaluation of evidence 	8.RN.4.1: 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.	<ul style="list-style-type: none"> Identify arguments and claims. Identify unsupported arguments and claims. 	CSA.Q1B Week 5	<ul style="list-style-type: none"> Soundness of reasoning Relevance of evidence 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Learning Outcome	8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Use grade-appropriate academic and content-specific words and phrases of increasing difficulty. 			
Vocabulary Building <ul style="list-style-type: none"> Context 	8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Use context clues to determine the meaning of unfamiliar words of increasing difficulty. 	CSA Q1D Week 9	<ul style="list-style-type: none"> Context clues 	IMPORTANT
<ul style="list-style-type: none"> Connotations/ Denotations 	8.RV.2.3: Distinguish among the connotations of words with similar denotations.	<ul style="list-style-type: none"> Recognize the difference between connotation and denotation of increasingly difficult words. 		<ul style="list-style-type: none"> Denotation Connotation 	ADDITIONAL
<ul style="list-style-type: none"> Stems/Roots 	8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ul style="list-style-type: none"> Identify affixes and stems within words. Define the meanings of common affixes and stems. 		<ul style="list-style-type: none"> Stem Prefix Suffix 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Vocabulary in Literature <ul style="list-style-type: none"> • Vocabulary from literature • Word Choice 	8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> • Use surrounding text in work of literature to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a work of literature. • Identify allusions in a work of literature. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Word choice • Tone • Allusion 	IMPORTANT
Vocabulary in Nonfiction Texts <ul style="list-style-type: none"> • Vocabulary from a text • Word choice 	8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.	<ul style="list-style-type: none"> • Use surrounding text in work of nonfiction to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a work of nonfiction. • Identify allusions in a work of nonfiction. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Technical meaning • Word choice • Tone • Allusion 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Learning Outcome <ul style="list-style-type: none"> • Range of writing tasks • Different purposes • Variety of audiences 	8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> • Write for different tasks, purposes and audiences. 			
Writing Genres Argumentative <ul style="list-style-type: none"> • Claims • Evidence • Reasoning 	8.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> • Support claims with evidence from literary text. • Organize evidence logically. • Use effective transitions. 		<ul style="list-style-type: none"> • Claim • Evidence • Support • Reasoning • Transitions 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Narrative Compositions	<p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> • Establish the point of view by introducing the narrator of the narrative in the introduction. • Organize a chronological event sequence for the narrative. • Use narrative techniques to develop the events and characters of the narrative. • Use precise words, descriptive details, and sensory language. • Provide an ending that logically follows the sequence of events. 	CSA.Q1A Week 4	<ul style="list-style-type: none"> • Narrative • Point of View • Sequence • Chronological • Sensory Language 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
The Writing Process	<p>8.W.4: Apply the writing process</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<ul style="list-style-type: none"> Plan using a graphic organizer. Write a rough draft. Revise for standard English conventions. Use technology during various stages of process. 	CSA.Q1A Week 4	<ul style="list-style-type: none"> Plan Draft Revise Rewrite Edit 	ADDITIONAL
Conventions of Standard English Grammar/Usage	8.W.6.1: Demonstrate command of English grammar and usage.	<ul style="list-style-type: none"> Apply correct grammar and usage in daily work. 			ADDITIONAL
<ul style="list-style-type: none"> Pronouns 	<p>8.W.6.1a: Pronouns - Students are expected to build upon and continue applying conventions learned previously.</p>	<ul style="list-style-type: none"> Identify pronouns. Distinguish between types of pronouns. Use appropriate pronouns when writing. 	CSA.Q1C Week 7	<ul style="list-style-type: none"> Pronoun Possessive pronoun 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Verbs 	8.W.6.1b: Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	<ul style="list-style-type: none"> Identify verbs in a given sentence. Distinguish between types of verbs. Use appropriate verbs when writing. 	CSA.Q1C Week 7	<ul style="list-style-type: none"> Verb Action verb Linking verb Helping verb Tense 	ADDITIONAL
<ul style="list-style-type: none"> Adjectives Adverbs 	8.W.6.1c: Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify adjectives. Identify adverbs. Use appropriate adjectives and adverbs when writing. 	CSA.Q1C Week 7	<ul style="list-style-type: none"> Adjectives Adverbs 	ADDITIONAL
<ul style="list-style-type: none"> Phrases and Clauses 	8.W.6.1d: Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify phrases and clauses. Distinguish between a phrase and clause. Use phrases and clauses appropriately when writing. 	CSA.Q1C Week 7	<ul style="list-style-type: none"> Phrase Clause 	ADDITIONAL
Conventions of Standard English <ul style="list-style-type: none"> Usage 	8.W.6.1e: Usage - Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in usage. Use standard English when writing. 	CSA.Q1A Week 4		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English Capitalization, Punctuation, and Spelling	8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			ADDITIONAL
Conventions of Standard English <ul style="list-style-type: none"> Capitalization 	8.W.6.2a: Capitalization - Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in capitalization. Use standard capitalization when writing. 	CSA.Q1A Week 4	<ul style="list-style-type: none"> Common nouns Proper nouns 	ADDITIONAL
<ul style="list-style-type: none"> Punctuation 	8.W.6.2b: Punctuation - Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	<ul style="list-style-type: none"> Use the punctuation of standard English when writing. Recognize and correct errors in punctuation. 	CSA.Q1A Week 4	<ul style="list-style-type: none"> Hyphen Colon Semicolon Apostrophe Comma Ellipsis Period Exclamation point Question mark Quotation marks 	ADDITIONAL
<ul style="list-style-type: none"> Spelling 	8.W.6.2c: Spelling - Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Choose correct spelling of word when using a word with multiple spellings. Use standard spelling when writing. Recognize and correct errors in spelling. 	CSA.Q1A Week 4		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
Learning Outcome	8.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Listen actively to teachers and other students. Adjust language in order to communicate effectively with a specific audience. Adjust language in order to communicate effectively for a specific purpose. 			
Discussion and Collaboration	8.SL.3.1: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<ul style="list-style-type: none"> Analyze social advertisements Analyze commercial advertisements Analyze political advertisements 		<ul style="list-style-type: none"> Bias Manipulation Motive Media Audience 	IMPORTANT
	8.SL.3.2: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<ul style="list-style-type: none"> Identify central ideas Identify claims Identify irrelevant evidence 		<ul style="list-style-type: none"> Speaker Argument Claim Evidence Relevance 	IMPORTANT

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: EIGHTH

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2018-2019

GRADING PERIOD: QUARTER 2

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome <ul style="list-style-type: none"> Variety of literature Text complexity 	8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex literature at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement. Identify explicit information from a text. 	CSA.Q2D Week 19	<ul style="list-style-type: none"> Cite Infer/Make an Inference Evidence 	CRITICAL
<ul style="list-style-type: none"> Theme Setting 	<ul style="list-style-type: none"> 8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis. 	<ul style="list-style-type: none"> Identify a theme in a work. Cite evidence of the identified theme in the text. Distinguish between theme, plot, and subject in a work. Explain how the setting of a work influences its theme. Summarize the plot events that support the theme. 	CSA.Q2D Week 19	<ul style="list-style-type: none"> Theme Plot Subject Setting Character 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: LITERATURE					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Character • Plot 	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> • Explain how the author uses various methods of characterization to reveal a character’s aspects. • Explain the ways in which a character changes through the course of the work as a result of the events. • Identify the ways in which the conflict drives the plot development of a work. 	CSA.Q2D Week 19	<ul style="list-style-type: none"> • Methods of Characterization • Static Character • Dynamic Character • Protagonist • Antagonist • Plot • Conflict • Types of Conflict • Climax 	IMPORTANT
Structural Elements and Organization <ul style="list-style-type: none"> • Text Structure 	8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> • Compare the structure of two related works of increasing length and complexity. • Contrast the structure of the two related works. 		<ul style="list-style-type: none"> • Compare • Contrast • Text structure • Style • Poetry • Prose 	IMPORTANT
<ul style="list-style-type: none"> • Point of view 	8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	<ul style="list-style-type: none"> • Identify the point of view in a work. • Explain how a cultural experience reflects the traditions and beliefs of the narrator 	CSA.Q2D Week 19	<ul style="list-style-type: none"> • Mythology • Folklore • Point of view • Narrator • First Person • Third Person 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome <ul style="list-style-type: none"> Variety of nonfiction Text complexity 	8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex nonfiction text at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement. Identify explicit information from a text. 	CSA.Q2A Week 14	<ul style="list-style-type: none"> Cite 	CRITICAL
<ul style="list-style-type: none"> Central idea 	8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	<ul style="list-style-type: none"> Identify the central idea of the work Cite evidence of the central idea in the text Provide a summary of the text. 	CSA.Q2A Week 14	<ul style="list-style-type: none"> Central idea Summary 	CRITICAL
<ul style="list-style-type: none"> Connections Distinctions 	8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<ul style="list-style-type: none"> Make connections between two outwardly different characters, events, or ideas within a text. Make distinctions between two outwardly similar characters, events, or ideas within a text. 	CSA.Q2A Week 14	<ul style="list-style-type: none"> Compare Contrast 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: NONFICTION					
Structural Elements and Organization <ul style="list-style-type: none"> Paragraph structure 	8.RN.3.2: 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.	<ul style="list-style-type: none"> Identify elements of a paragraph. Analyze the role of a sentence in a paragraph. 	CSA.Q2A Week 14	<ul style="list-style-type: none"> Topic Sentence Evidence/Details Conclusion 	ADDITIONAL
Structural Elements and Organization <ul style="list-style-type: none"> Author's purpose Author's perspective 	8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> Identify the author's purpose in the text. Identify the author's perspective in the text. Support the identification of purpose with evidence from the text. Support the identification of perspective with evidence from the text. 	CSA.Q2A Week 14	<ul style="list-style-type: none"> Author's purpose Author's perspective 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Evaluation of claims and reasoning Evaluation of evidence 	8.RN.4.1: 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.	<ul style="list-style-type: none"> Identify arguments and claims. Identify unsupported arguments and claims. Evaluate claims for bias and stereotyping 	CSA.Q2A Week 14	<ul style="list-style-type: none"> Soundness of reasoning Relevance of evidence Bias Stereotyping 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
READING: VOCABULARY					
Learning Outcome	8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Use grade-appropriate academic and content-specific words and phrases of increasing difficulty. 			
Vocabulary Building <ul style="list-style-type: none"> Context 	8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Use context clues to determine the meaning of unfamiliar words of increasing difficulty. 	CSA.Q2D Week 19	<ul style="list-style-type: none"> Context clues 	IMPORTANT
<ul style="list-style-type: none"> Connotations/ Denotations 	8.RV.2.3: Distinguish among the connotations of words with similar denotations.	<ul style="list-style-type: none"> Recognize the difference between connotation and denotation of increasingly difficult words. 		<ul style="list-style-type: none"> Denotation Connotation 	ADDITIONAL
<ul style="list-style-type: none"> Stems/Roots 	8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ul style="list-style-type: none"> Identify affixes and stems within words. Define the meanings of common affixes and stems. 		<ul style="list-style-type: none"> Stem Prefix Suffix 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Vocabulary in Literature <ul style="list-style-type: none"> • Vocabulary from literature • Word choice 	8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> • Use surrounding text in work of literature to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a work of literature. • Identify allusions in a work of literature. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Word choice • Tone • Allusion 	IMPORTANT
Vocabulary in Nonfiction Texts <ul style="list-style-type: none"> • Vocabulary from a text • Word Choice 	8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.	<ul style="list-style-type: none"> • Use surrounding text in a work of nonfiction to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a nonfiction text. • Identify allusions in a text. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Technical meaning • Word choice • Tone • Allusion 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Learning Outcome <ul style="list-style-type: none"> • Range of writing tasks • Different purposes • Variety of audiences 	8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> • Write for a variety of tasks, purposes and audiences. 			
Writing Genres Argumentative <ul style="list-style-type: none"> • Claims • Evidence • Reasoning 	8.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> • Support claims with evidence from literary text. • Organize evidence logically. • Use effective transitions. • Acknowledge and distinguish opposing claims. • Conclude in a way that supports argument. 		<ul style="list-style-type: none"> • Claim • Counterclaim • Evidence • Support • Reasoning • Transitions 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Writing Genres Informative Compositions	8.W.3.2: Write informative compositions in a variety of forms that: <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> • Introduce topic clearly. • Organize into broader categories. • Develop the topic. • Use effective transitions. • Express ideas precisely and concisely. • Maintain appropriate style. • Conclude in a way that supports information. 	CSA.Q2B Week 15	<ul style="list-style-type: none"> • Style • Tone • Purpose • Audience 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
The Writing Process	<p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<ul style="list-style-type: none"> Plan using a graphic organizer. Write a rough draft. Employ standard English conventions. Revise for increased detail. Use technology during various stages of process. 	CSA.Q2B Week 15	<ul style="list-style-type: none"> Plan Draft Revise Rewrite Edit 	CRITICAL
Conventions of Standard English Grammar/Usage	<p>8.W.6.1: Demonstrate command of English grammar and usage.</p>	<ul style="list-style-type: none"> Apply correct grammar and usage in daily work. 			ADDITIONAL
<ul style="list-style-type: none"> Pronouns 	<p>8.W.6.1a: Pronouns – Students are expected to build upon and continue applying conventions learned previously.</p>	<ul style="list-style-type: none"> Identify pronouns. Distinguish between types of pronouns. Use appropriate pronouns when writing. Recognize and correct errors in standard pronoun/antecedent agreement. Distinguish between pronouns and contractions of similar pronunciation (its/it's, their/they're). 	CSA.Q2C Week 17	<ul style="list-style-type: none"> Pronoun Antecedent Possessive pronoun 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Verbs 	8.W.6.1b: Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	<ul style="list-style-type: none"> Identify verbs in various forms. Recognize and correct inappropriate shifts in verb tense. Recognize and correct errors in standard subject/verb agreement. Recognize and correct inappropriate shifts in verb voice. 	CSA.Q2C Week 17	<ul style="list-style-type: none"> Verb Action verb Linking verb Helping verb Tense 	ADDITIONAL
<ul style="list-style-type: none"> Adjectives Adverbs 	8.W.6.1c: Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify adjectives. Identify adverbs. Use appropriate adjectives and adverbs when writing. 	CSA.Q2C Week 17	<ul style="list-style-type: none"> Adjectives Adverbs 	ADDITIONAL
<ul style="list-style-type: none"> Phrases and Clauses 	8.W.6.1d: Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify phrases and clauses. Distinguish between a phrase and a clause. Distinguish between an independent clause and a dependent clause. Use phrases and clauses appropriately when writing. 	CSA.Q2C Week 17	<ul style="list-style-type: none"> Phrase Independent clause Dependent Clause 	ADDITIONAL
<ul style="list-style-type: none"> Usage 	8.W.6.1e: Usage – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in usage. Use standard English in writing. 	CSA.Q2B Week 15		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English Capitalization, Punctuation, and Spelling	8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			ADDITIONAL
Conventions of Standard English <ul style="list-style-type: none"> Capitalization 	8.W.6.2a: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in capitalization. Use standard capitalization when writing. 	CSA.Q2B Week 15	<ul style="list-style-type: none"> Common nouns Proper nouns 	ADDITIONAL
<ul style="list-style-type: none"> Punctuation 	8.W.6.2b: Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	<ul style="list-style-type: none"> Use the punctuation of standard English when writing. Recognize and correct errors in punctuation. 	CSA.Q2B Week 15	<ul style="list-style-type: none"> Hyphen Colon Semicolon Apostrophe Comma Ellipsis Period Exclamation point Question mark Quotation marks 	ADDITIONAL
<ul style="list-style-type: none"> Spelling 	8.W.6.2c: Spelling – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in spelling. Choose correct spelling of word when using a word with multiple spellings. Use standard spelling when writing. 	CSA.Q2B Week 15		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
SPEAKING AND LISTENING					
Discussion and Collaboration	8.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> • Listen actively to teachers and other students. • Adjust language in order to communicate effectively with a specific audience. • Adjust language in order to communicate effectively for a specific purpose. 			
Discussion and Collaboration	8.SL.3.1: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<ul style="list-style-type: none"> • Analyze social advertisements • Analyze commercial advertisements • Analyze political advertisements 		<ul style="list-style-type: none"> • Bias • Manipulation • Motive • Media • Audience 	IMPORTANT
	8.SL.3.2: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<ul style="list-style-type: none"> • Identify central ideas • Identify claims • Identify irrelevant evidence 		<ul style="list-style-type: none"> • Speaker • Argument • Claim • Evidence • Relevance 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome <ul style="list-style-type: none"> Variety of literature Text complexity 	8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex literature at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement or inference. Identify explicit information from a text. Infer information from a text. 	CSA.Q3D Week 28	<ul style="list-style-type: none"> Cite Infer/Make an Inference Evidence 	CRITICAL
<ul style="list-style-type: none"> Theme Setting 	8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	<ul style="list-style-type: none"> Identify multiple themes in a work. Cite evidence of the identified themes in the text. Distinguish between theme, plot, and subject in a work. Explain how the theme of a work is shaped by the characters and plot. Explain how the setting of a work influences its theme. Summarize the plot events that support the theme(s). 	CSA.Q3D Week 28	<ul style="list-style-type: none"> Theme Plot Subject Setting Character 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
<ul style="list-style-type: none"> Character Plot 	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> Explain how the author uses various methods of characterization to reveal a character's aspects. Explain the ways in which a character changes through the course of the work as a result of the events. Identify the ways in which specific dialogue or events propels the action of a work. 	CSA.Q3D Week 28	<ul style="list-style-type: none"> Methods of Characterization Static Character Dynamic Character Protagonist Antagonist Plot Conflict Types of Conflict Climax 	IMPORTANT
Structural Elements and Organization <ul style="list-style-type: none"> Text Structure 	8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> Compare the structure of two related works of increasing length and complexity. Contrast the structure of the two related works. Analyze how the differing structure of two works shape their meaning and/or style. 		<ul style="list-style-type: none"> Compare Contrast Text structure Style Poetry Prose 	IMPORTANT
<ul style="list-style-type: none"> Point of View 	8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	<ul style="list-style-type: none"> Identify the point of view in a work. Explain how the point of view and specific incidents reflect the traditions and beliefs of the narrator. 	CSA.Q3D Week 28	<ul style="list-style-type: none"> Memoir Autobiography Biography Narrator First Person Third Person 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome <ul style="list-style-type: none"> Variety of nonfiction Text complexity 	8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex nonfiction at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement or inference. Identify explicit information from a text. Infer information from a text. 	CSA.Q3A Week 24	<ul style="list-style-type: none"> Cite Infer/Make an Inference 	CRITICAL
<ul style="list-style-type: none"> Central idea 	8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	<ul style="list-style-type: none"> Identify the central idea of the work Cite evidence of the central idea in the text Provide a summary of the text. Analyze and evaluate the relationship of supporting details to the central idea. 	CSA.Q3A Week 24	<ul style="list-style-type: none"> Central idea Summary 	CRITICAL
<ul style="list-style-type: none"> Connections Distinctions 	8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<ul style="list-style-type: none"> Make connections between two outwardly different characters, events, or ideas within a text. Make distinctions between two outwardly similar characters, events, or ideas within a text. 	CSA.Q3A Week 24	<ul style="list-style-type: none"> Compare Contrast 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Structural Elements and Organization <ul style="list-style-type: none"> Paragraph structure 	8.RN.3.2: 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.	<ul style="list-style-type: none"> Identify elements of a paragraph. Analyze the role of a sentence in a paragraph. 	CSA.Q3A Week 24	<ul style="list-style-type: none"> Topic Sentence Evidence/Details Conclusion 	ADDITIONAL
<ul style="list-style-type: none"> Author's purpose Author's perspective Conflicting evidence 	8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> Explain the author's purpose in the text. Identify the author's perspective in the text. Support the identification of purpose with evidence from the text. Support the identification of perspective with evidence from the text. Explain how the author acknowledges and responds to conflicting evidence or viewpoints within the text. 	CSA.Q3A Week 24	<ul style="list-style-type: none"> Author's purpose Author's perspective 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Evaluation of claims, reasoning, and evidence 	8.RN.4.1: 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.	<ul style="list-style-type: none"> Evaluate claims for bias and stereotyping Evaluate and explain soundness and relevance of reasoning and evidence. 	CSA.Q3A Week 24	<ul style="list-style-type: none"> Soundness of reasoning Relevance of evidence Bias Stereotyping 	CRITICAL
Fact vs. Interpretation	8.RN.4.3: 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.	<ul style="list-style-type: none"> Identify conflicting information. Evaluate facts vs opinion in text conflicts.		Fact Opinion/ Interpretation	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: Vocabulary					
Learning Outcome	8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Use grade-appropriate academic and content-specific words and phrases of increasing difficulty. 			
Vocabulary Building <ul style="list-style-type: none"> Context 	8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Use context clues to determine the meaning of unfamiliar words of increasing difficulty. 	CSA.Q3D Week 28	<ul style="list-style-type: none"> Context clues 	IMPORTANT
<ul style="list-style-type: none"> Connotations/ Denotations 	8.RV.2.3: Distinguish among the connotations of words with similar denotations.	<ul style="list-style-type: none"> Recognize the difference between connotation and denotation of increasingly difficult words. 		<ul style="list-style-type: none"> Connotation Denotation 	ADDITIONAL
<ul style="list-style-type: none"> Stems/Roots 	8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ul style="list-style-type: none"> Identify affixes and stems within words. Define the meanings of common affixes and stems. Use the meaning of an unfamiliar word's stem and/or affixes to determine its overall meaning. 		<ul style="list-style-type: none"> Stem Prefix Suffix 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Vocabulary in Literature <ul style="list-style-type: none"> • Vocabulary from literature • Vocabulary from a text • Word choice 	8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> • Use surrounding text in work of literature to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a work of literature. • Identify allusions in a work of literature and explain how their use carries meaning for the reader. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Word choice • Tone • Allusion 	IMPORTANT
Vocabulary in Nonfiction Texts <ul style="list-style-type: none"> • Vocabulary from a text • Word choice 	8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.	<ul style="list-style-type: none"> • Use surrounding text in a work of nonfiction to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a nonfiction text. • Identify allusions in a text and explain how their use carries meaning for the reader. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Technical meaning • Word choice • Tone • Allusion 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Learning Outcome <ul style="list-style-type: none"> • Range of writing tasks • Different purposes • Variety of audiences 	8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> • Write for a variety of tasks, purposes and audiences 			
Writing Genres Argumentative <ul style="list-style-type: none"> • Claims • Evidence • Reasoning 	8.W.3.1: Write arguments in a variety of forms that – <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> • Create claims and support them with evidence from literary text. • Construct a thesis. • Introduce topic effectively. • Organize evidence logically. • Use effective transitions. • Acknowledge and distinguish opposing claims. • Conclude in a way that supports argument. • Maintain style and tone. 	CSA.Q3C Week 26	<ul style="list-style-type: none"> • Claim • Counterclaim • Evidence • Support • Reasoning • Transitions • Style • Tone • Purpose • Audience 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
The Writing Process	<p>8.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<ul style="list-style-type: none"> Plan using a graphic organizer. Write a rough draft. Employ standard English conventions. Produce writing rich in details. Revise for complex sentences and logical cohesion. Use technology during various stages of process. 	CSA.Q3C Week 26	<ul style="list-style-type: none"> Plan Draft Revise Rewrite Edit 	ADDITIONAL
Conventions of Standard English Grammar/Usage	<p>8.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	<ul style="list-style-type: none"> Apply correct grammar and usage in daily work. 			ADDITIONAL
<ul style="list-style-type: none"> Pronouns 	<p>8.W.6.1a: Pronouns – Students are expected to build upon and continue applying conventions learned previously.</p>	<ul style="list-style-type: none"> Identify pronouns. Distinguish between types of pronouns. Use appropriate pronouns when writing. Recognize and correct errors in standard pronoun/antecedent agreement. Distinguish between pronouns and contractions of similar pronunciation (its/it's, their/they're). 	CSA.Q3B Week 26	<ul style="list-style-type: none"> Pronoun Antecedent Possessive pronoun 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Verbs 	8.W.6.1b: Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	<ul style="list-style-type: none"> Identify verbs in various forms. Recognize and correct inappropriate shifts in verb tense. Recognize and correct errors in standard subject/verb agreement. Identify and evaluate verbals and verbal phrases Identify and evaluate active and passive voice Recognize and correct inappropriate shifts in verb voice 	CSA.Q3B Week 26	<ul style="list-style-type: none"> Verb Action verb Linking verb Helping verb Tense Verbal Verbal phrase Gerund Participle Infinitive Active Voice Passive voice 	ADDITIONAL
<ul style="list-style-type: none"> Adjectives Adverbs 	8.W.6.1c: Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify adjectives. Identify adverbs. Use appropriate adjectives and adverbs when writing. 	CSA.Q3B Week 26	<ul style="list-style-type: none"> Adjectives Adverbs 	ADDITIONAL
<ul style="list-style-type: none"> Phrases and Clauses 	8.W.6.1d: Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify phrases and clauses. Distinguish between a phrase and a clause. Distinguish between an independent clause and a dependent clause. Use phrases and clauses appropriately when writing. Recognize and correct errors in usage of phrases and clauses. 	CSA.Q3B Week 26	<ul style="list-style-type: none"> Phrase Independent Clause Dependent Clause Fragment Run-on 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
<ul style="list-style-type: none"> Usage 	8.W.6.1e: Usage – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in usage. Use standard English when writing. 	CSA.Q3C Week 26		ADDITIONAL
Conventions of Standard English Capitalization, Punctuation, and Spelling	8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			ADDITIONAL
<ul style="list-style-type: none"> Capitalization 	8.W.6.2a: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in capitalization. Use standard capitalization when writing. 	CSA.Q3C Week 26	<ul style="list-style-type: none"> Common nouns Proper nouns 	ADDITIONAL
<ul style="list-style-type: none"> Punctuation 	8.W.6.2b: Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	<ul style="list-style-type: none"> Use the punctuation of standard English when writing. Recognize and correct errors in punctuation. 	CSA.Q3C Week 26	<ul style="list-style-type: none"> Hyphen Colon Semicolon Apostrophe Comma Ellipsis Period Exclamation point Question mark Quotation marks 	ADDITIONAL
<ul style="list-style-type: none"> Spelling 	8.W.6.2c: Spelling – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in spelling. Choose correct spelling of word when using a word with multiple spellings. Use standard spelling when writing. 	CSA.Q3C Week 26		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
SPEAKING AND LISTENING					
Learning Outcome	8.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> • Listen actively to teachers and other students. • Adjust language in order to communicate effectively with a specific audience. • Adjust language in order to communicate effectively for a specific purpose. 			
Discussion and Collaboration	8.SL.3.1: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<ul style="list-style-type: none"> • Analyze social advertisements • Analyze commercial advertisements • Analyze political advertisements 		<ul style="list-style-type: none"> • Bias • Manipulation • Motive • Media • Audience 	IMPORTANT
	8.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<ul style="list-style-type: none"> • Identify central ideas • Identify claims • Identify irrelevant evidence 		<ul style="list-style-type: none"> • Speaker • Argument • Claim • Evidence • Relevance 	IMPORTANT

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: EIGHTH

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2018-2019

GRADING PERIOD: QUARTER 4

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome <ul style="list-style-type: none"> Variety of literature Text complexity 	8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex literature at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement or inference. Identify explicit information from a text. Infer information from a text. 	CSA.Q4D Week 38	<ul style="list-style-type: none"> Cite Infer/Make and inference Evidence 	CRITICAL
<ul style="list-style-type: none"> Theme Setting 	8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	<ul style="list-style-type: none"> Identify multiple themes in a work. Cite evidence of the identified themes in the text. Distinguish between theme, plot, and subject in a work. Explain how the theme of a work is shaped by the characters and plot. Explain how the setting of a work influences its theme. Summarize the plot events that support the theme(s). 	CSA.Q4D Week 38	<ul style="list-style-type: none"> Theme Plot Subject Setting Character 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Key Ideas and Textual Support <ul style="list-style-type: none"> Character Plot 	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> Explain how the author uses various methods of characterization to reveal a character’s aspects. Explain the ways in which a character changes through the course of the work as a result of the events. Identify the ways in which specific dialogue or events propels the action of a work. 	CSA.Q4D Week 38	<ul style="list-style-type: none"> Methods of Characterization Static Character Dynamic Character Protagonist Antagonist Plot Conflict Types of Conflict Climax 	IMPORTANT
Structural Elements and Organization <ul style="list-style-type: none"> Text Structure 	8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> Compare the structure of two related works of increasing length and complexity. Contrast the structure of the two related works. Analyze how the differing structure of two works shape their meaning and/or style. 		<ul style="list-style-type: none"> Compare Contrast Text structure Style Poetry Prose 	IMPORTANT
<ul style="list-style-type: none"> Point of View 	8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	<ul style="list-style-type: none"> Identify the point of view in a work. Explain how the point of view and specific incidents reflect the traditions and beliefs of the narrator. 	CSA.Q4D Week 38	<ul style="list-style-type: none"> Memoir Autobiography Biography Narrator First Person Third Person 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Synthesis and Connection of Ideas <ul style="list-style-type: none"> • Production choices 	8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<ul style="list-style-type: none"> • Analyze and explain the production choices of a filmed work compared with the written script. 		<ul style="list-style-type: none"> • Script • Director • Act • Scene • Stage directions 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome <ul style="list-style-type: none"> Variety of nonfiction Text complexity 	8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend a variety of increasingly complex nonfiction at grade level. 			
Key Ideas and Textual Support <ul style="list-style-type: none"> Evidence Inferences 	8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Cite examples of evidence in the text to support an explicit statement or inference. Identify explicit information from a text. Infer information from a text. 	CSA.Q4B Week 33	<ul style="list-style-type: none"> Cite Infer/Make an Inference 	CRITICAL
<ul style="list-style-type: none"> Central idea 	8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	<ul style="list-style-type: none"> Identify the central idea of the work. Cite evidence of the central idea in the text. Provide a summary of the text. Analyze and evaluate the relationship of supporting details to the central idea. 	CSA.Q4B Week 33	<ul style="list-style-type: none"> Central idea Summary 	CRITICAL
<ul style="list-style-type: none"> Connections Distinctions 	8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<ul style="list-style-type: none"> Make connections between two outwardly different characters, events, or ideas within a text. Make distinctions between two outwardly similar characters, events, or ideas within a text. 	CSA.Q4B Week 33	<ul style="list-style-type: none"> Compare Contrast 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
<ul style="list-style-type: none"> Paragraph structure 	8.RN.3.2: 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.	<ul style="list-style-type: none"> Identify elements of a paragraph Analyze the role of a sentence in a paragraph. 	CSA.Q4B Week 33	<ul style="list-style-type: none"> Topic Sentence Evidence/Details Conclusion 	ADDITIONAL
<ul style="list-style-type: none"> Author's purpose Author's perspective Conflicting evidence 	8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> Explain the author's purpose in the text. Identify the author's perspective in the text. Support the identification of purpose with evidence from the text. Support the identification of perspective with evidence from the text. Explain how the author acknowledges and responds to conflicting evidence or viewpoints within the text. 	CSA.Q4B Week 33	<ul style="list-style-type: none"> Author's purpose Author's perspective 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Evaluation of claims, reasoning, and evidence 	8.RN.4.1: 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.	<ul style="list-style-type: none"> Evaluate claims for bias and stereotyping Evaluate and explain soundness and relevance of reasoning and evidence. 	CSA.Q4B Week 33	<ul style="list-style-type: none"> Soundness of reasoning Relevance of evidence Bias Stereotyping 	CRITICAL
<ul style="list-style-type: none"> Evaluation of different mediums 	8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	<ul style="list-style-type: none"> Evaluate the advantages and disadvantages of narrating nonfiction through drama 		<ul style="list-style-type: none"> Compare Contrast Drama 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Learning Outcome	8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Use grade-appropriate academic and content-specific words and phrases of increasing difficulty. 			
Vocabulary Building <ul style="list-style-type: none"> Context 	8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Use context clues to determine the meaning of unfamiliar words of increasing difficulty. 	CSA.Q4D Week 38	<ul style="list-style-type: none"> Context clues 	IMPORTANT
<ul style="list-style-type: none"> Connotations/Denotations 	8.RV.2.3: Distinguish among the connotations of words with similar denotations.	<ul style="list-style-type: none"> Recognize the difference between connotation and denotation of increasingly difficult words. 		<ul style="list-style-type: none"> Connotation Denotation 	ADDITIONAL
<ul style="list-style-type: none"> Stems/Roots 	8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ul style="list-style-type: none"> Identify affixes and stems within words. Define the meanings of common affixes and stems. Use the meaning of an unfamiliar word's stem and/or affixes to determine its overall meaning. 		<ul style="list-style-type: none"> Stem Prefix Suffix 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Vocabulary in Literature <ul style="list-style-type: none"> • Vocabulary from literature • Word choice 	8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> • Use surrounding text in work of literature to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a work of literature. • Identify allusions in a work of literature and explain how their use carries meaning for the reader. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Word choice • Tone • Allusion 	IMPORTANT
Vocabulary in Nonfiction Texts <ul style="list-style-type: none"> • Vocabulary from literature • Word choice 	8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.	<ul style="list-style-type: none"> • Use surrounding text in a work of nonfiction to determine the meaning of an unfamiliar word. • Explain how word choice contributes to the tone of a nonfiction text. • Identify allusions in a text and explain how their use carries meaning for the reader. 		<ul style="list-style-type: none"> • Figurative meaning • Figurative language • Connotative meaning • Denotative meaning • Technical meaning • Word choice • Tone • Allusion 	IMPORTANT
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Figures of speech 	8.RV.3.3: Interpret figures of speech (e.g., verbal irony, puns) in context.	<ul style="list-style-type: none"> • Interpret the meanings of figures of speech as they are used in the context of a novel or play. 		<ul style="list-style-type: none"> • Figures of Speech • Verbal Irony • Pun 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Learning Outcome <ul style="list-style-type: none"> Range of writing tasks Different purposes Variety of audiences 	8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<ul style="list-style-type: none"> Write for a variety of tasks, purposes and audiences. 			
Writing Genres Informative Compositions	8.W.3.2: Write informative compositions in a variety of forms that – <ul style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 	<ul style="list-style-type: none"> Introduce topic clearly. Organize into broader categories. Develop the topic. Use effective transitions. Express ideas precisely and concisely. Maintain appropriate style. Conclude in a way that supports information. 	CSA.Q4A Week 32	<ul style="list-style-type: none"> Style Tone Purpose Audience 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Writing Genres Informative Compositions	8.W.3.2 (cont.): <ul style="list-style-type: none"> • Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 				
The Writing Process	8.W.4: Apply the writing process to – <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	<ul style="list-style-type: none"> • Plan using a graphic organizer. • Write a rough draft. • Employ standard English conventions. • Produce writing rich in details. • Write with complex sentences and logical cohesion. • Revise for figurative language implementation. • Use technology during various stages of process. 	CSA.Q4A Week 32	<ul style="list-style-type: none"> • Plan • Draft • Revise • Rewrite • Edit 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	<p>8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate a research question. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. Assess the credibility and accuracy of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and follow a standard format for citation. Present information, choosing from a variety of formats. 	<ul style="list-style-type: none"> Formulate a research question. Locate credible and accurate sources. Gather, summarize, and synthesize information from text sources. Quote or paraphrase information. Organize and cite information. Present in written or oral report form. 	CSA.Q4A Week 32	<ul style="list-style-type: none"> Bibliography Outline Paraphrase Annotate Summarize 	IMPORTANT
Conventions of Standard English Grammar/Usage	<p>8.W.6.1: Demonstrate command of English grammar and usage.</p>	<ul style="list-style-type: none"> Apply correct grammar and usage in daily work. 			ADDITIONAL
<ul style="list-style-type: none"> Pronouns 	<p>8.W.6.1a: Pronouns – Students are expected to build upon and continue applying conventions learned previously.</p>	<ul style="list-style-type: none"> Identify pronouns. Distinguish between types of pronouns. Use appropriate pronouns when writing. Recognize and correct errors in standard pronoun/antecedent agreement. 	CSA.Q4C Week 36	<ul style="list-style-type: none"> Pronoun Antecedent Possessive pronoun 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Verbs 	8.W.6.1b: Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	<ul style="list-style-type: none"> Identify verbs in various forms. Recognize and correct inappropriate shifts in verb tense. Recognize and correct errors in standard subject/verb agreement. Identify and evaluate verbals and verbal phrases Identify and evaluate active and passive voice Recognize and correct inappropriate shifts in verb voice 	CSA.Q4C Week 36	<ul style="list-style-type: none"> Verb Action verb Linking verb Helping verb Tense Verbal Verbal phrase Gerund Participle Infinitive Active Voice Passive voice 	ADDITIONAL
<ul style="list-style-type: none"> Adjectives Adverbs 	8.W.6.1c: Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify adjectives. Identify adverbs. Use appropriate adjectives and adverbs when writing. 	CSA.Q4C Week 36	<ul style="list-style-type: none"> Adjectives Adverbs 	ADDITIONAL
<ul style="list-style-type: none"> Phrases and Clauses 	8.W.6.1d: Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Identify phrases and clauses. Distinguish between a phrase and a clause. Distinguish between an independent clause and a dependent clause. Use phrases and clauses appropriately when writing. Recognize and correct errors in usage of phrases and clauses. 	CSA.Q4C Week 36	<ul style="list-style-type: none"> Phrase Independent Clause Dependent Clause Fragment Run-on 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
<ul style="list-style-type: none"> Usage 	8.W.6.1e: Usage – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in usage. Use standard English when writing. 	CSA.Q4A Week 32		ADDITIONAL
Conventions of Standard English	8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in daily work. 			ADDITIONAL
<ul style="list-style-type: none"> Capitalization 	8.W.6.2a: Capitalization – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in capitalization. Use standard capitalization when writing. 	CSA.Q4A Week 32	<ul style="list-style-type: none"> Common nouns Proper nouns 	ADDITIONAL
<ul style="list-style-type: none"> Punctuation 	8.W.6.2b: Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.	<ul style="list-style-type: none"> Use the punctuation of standard English when writing. Recognize and correct errors in punctuation. 	CSA.Q4A Week 32	<ul style="list-style-type: none"> Hyphen Colon Semicolon Apostrophe Comma Ellipsis Period Exclamation point Question mark Quotation marks 	ADDITIONAL
<ul style="list-style-type: none"> Spelling 	8.W.6.2c: Spelling – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> Recognize and correct errors in spelling. Choose correct spelling of word when using a word with multiple spellings. Use standard spelling when writing. 	CSA.Q4A Week 32		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
Learning Outcome	8.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> • Listen actively to teachers and other students. • Adjust language in order to communicate effectively with a specific audience. • Adjust language in order to communicate effectively for a specific purpose. 			
Discussion and Collaboration	8.SL.3.1: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<ul style="list-style-type: none"> • Analyze social advertisements • Analyze commercial advertisements • Analyze political advertisements 		<ul style="list-style-type: none"> • Bias • Manipulation • Motive • Media • Audience 	IMPORTANT
	8.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<ul style="list-style-type: none"> • Identify central ideas • Identify claims • Identify irrelevant evidence 		<ul style="list-style-type: none"> • Speaker • Argument • Claim • Evidence • Relevance 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEDIA LITERACY					
Learning Outcome <ul style="list-style-type: none"> Analysis of media information 	8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> Examine information found in a variety of media to identify purpose. Identify and analyze techniques used in a variety of media. Explain the purpose of each technique, including informing, persuading, entertaining, or transmitting culture. 		<ul style="list-style-type: none"> Media 	
Media Literacy	8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information.	<ul style="list-style-type: none"> Identify and analyze techniques used in a variety of media Identify false or misleading information in electronic print and mass media. 		<ul style="list-style-type: none"> Persuasion Propaganda Media 	ADDITIONAL
	8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	