

RS for Litertuare – Key ideas and Details	“Target” Statements	Units/Lessons	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn from the text.	I can support my thinking with evidence from the text.	Sci. Fi HOMS L in the F	
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	I can identify the theme in a text and support that theme with evidence from the text. I can clearly and concisely summarize a text.	Sci Fi L in the Forest *Theme mapping	
3. Analyze how particular line of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	I can analyze a characters motivation.	Sci Fi HOMS L in the F *quizzes	
RS – Craft and Structure			
4. Determine the meaning of words and phrases as they are used in a text, including figurative land connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can use context clues to help determine the meaning of unknown words and phrases. I can understand the impact word choice has on meaning and tone in a text.	HOMS L in the F * activities/ideas from Deeper Understanding text	
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic		Sci Fi L in the F ** incoporate into assessments (ex.	

irony) create such effects as suspense or humor.		spotlight moments)	
Integration of Knowledge and Ideas			
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors		** possibly use Hunger Games in the future ** Am. St. may do this already	
8. not applicable to lit.			
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible , including describing how the material is rendered new.			
Range of Reading and Level of Text Complexity			
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.		** give purpose (??? Not sure why I have this note)	
RS for Informational Text – Key Ideas and Details			
1. Cite the textual evidence that most strongly supports an analysis of what the text says.			
2. Determine a central idea of a text and analyze its development over the course of the text, including			

its relationship to supporting ideas; provide an objective summary of the text.			
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			
Craft and Structure			
4. Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
5. analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		Sci Fi expository texts Excerpts from Frederick Douglas autobiography	
Integration of Knowledge and Ideas			
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		Glogster Book Talk Reflect on advantages and disadvantages of presenting	
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is		Sci Fi expository pieces	

sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		*see notes from #8	
Range of Reading and Level of Text Complexity			
10. by the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.		Frederick Douglass excerpts	
Writing – Texts Types and Purposes			
1. Write arguments to support claims with clear reasons and relevant evidence.		Grammar assessments	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text.		Science fiction L in the F	
c. Use words, phrases, and clauses to create cohesion and clarify			

the relationships among claim(s), counterclaims, reasons, and evidence.			
d. Establish and maintain a formal style.			
e. Provide a concluding statement or section that follows from and supports the argument presented.			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		SCIENCE (water cycle paper)	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g. headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		AM STUDIES	
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		AM STUDIES	
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		*** Work on transitions in writing – incorporate into revision strategies	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		SCIENCE/AM STUDIES	
e. Establish and maintain a formal style.		SCIENCE/AM STUDIES	

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		SCIENCE/AM STUDIES	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		Vignettes	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		Vignettes SCIENCE (water cycle paper)	
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		Vignette	
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events		SCIENCE (water cycle paper – have students print two copies; our copy would be graded for grammar and transition work.)	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		Vignettes	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		Vignettes	
Production and			

Distribution of Writing			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		ALL WRITING	
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.		ALL WRITING	
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		*** use Google Doc; share; comment on each other's paper	
Research to Build and Present Knowledge			
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		AM STUDIES? Apartheid question	
8. Gather Relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format		Research paper – Apartheid AM STUDIES??	

for citation.			
9. Draw evidence from literary or information texts to support analysis, reflection, and research.			
a. Apply grade 8 Reading standards to literature (e.g. “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”)			
b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).			
Range of Writing		All writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
<u>Speaking and Listening</u> – Comprehension and Collaboration			
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with		L in the F *Conversation Logs	

diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.			
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		L in the F *Lit. Circles *Conv. Logs	
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		L in the F *Lit. Circles *Conv. Logs	
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		L in the F *Conversation Logs	
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		L in the F *Conversation Logs	
2. Analyze that 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.		Apartheid paper *use video clips, NPR audio clips	
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the		Apartheid paper, video clip sequence	

reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			
Presentation of Knowledge and Ideas			
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		AM STUDIES	
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		AM STUDIES	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		Glogster book talk presentation	
<u>Language Standard – Conventions of Standard English</u>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		All	
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		grammar	
b. Form and use verbs in the active and passive voice.		Grammar/writing (which writing pieces????)	

c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		Grammar	
d. Recognize and correct inappropriate shifts in verb voice and mood.		Grammar/writing	
2. Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing.		Grammar/writing	
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	I can use commas correctly in my writing.	Grammar/writing	
b. Use an ellipsis to indicate an omission.		Grammar/writing	
c. Spell correctly		Grammar/writing	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Grammar/writing	
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		Grammar/writing	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		Vocab study	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a		Vocab study	

word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)		Use Sitton book Use Gallagher word list	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		Vocab study	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		Vocab study	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Vignettes HOMS	
a. Interpret figures of speech (e.g., verbal irony, puns) in context.		HOMS (incorporate into more assessments)	
b. Use the relationship between particular words to better understand each of the words.		Vocab study – Add word family	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		Vocab quizzes/study	

6. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Vocab study	