DesMoines
PUBLIC SCHOOLS

Reporting Scales and Pacing Guidance

8th grade ELA

2020-2021

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http://secondaryliteracy.dmschools.org/
https://curriculum.eleducation.org/

Domains of Literacy and Reporting Topics:

Reading
- Key Ideas & Details
- Craft & Structure of Tex
- Integration of Knowledge & Ideas

Writing
- Writing Arguments
- Informative Writing
- Narrative Writing

Speaking & Listening
- Collaboration
- Presentation

Language
- Conventions
- Vocabulary

There are 10 topics that will be reported out each semester, representing the 4 domains of Literacy.

Standards-Referenced Grading

<u>**Our purpose in collecting a body of evidence is to:**</u>

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
• Clearly communicate where a student's learning is based on a topic scale to inform instructional decisions and push student growth.
• Show student learning of grade level learning goals through multiple and varying points of data
• Provide opportunities for feedback between student, teacher, and stakeholders.

<u>**Scoring**</u>

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

<u>*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**</u>.

Each Topic in ELA is comprised of multiple Anchor Standards. Grade level success for each is indicated by the success criteria that follow. As fiction and non-fiction support the same Anchor standard, they are not reported separately but success criteria noted by a square bullet directly relate to non-fiction texts.

The Anatomy of the Scales

The Topic and description indicate the larger intended outcomes and purpose behind a group of standards. These are derived from the common core

Bodies of evidence will be recorded in service of the Anchor Standards from Common Core. These are the larger CCR goals K-12 and do not change.

- Success criteria represent the grade level expectations that support each Anchor Standard and are derived directly from the grade level standards
- If a square bullet is present, it indicates a different skill required for Non-fiction

Bolded elements represent a new addition in complexity or skill from the year prior.

Grade level standards that support each topic are included in their entirety for clarification.

Craft and Structure (7th)

The second strand of reading standards emphasizes students' ability analyze how texts are made to serve a function or achieve a purpose. Students examine the choices the author makes in words and sentence and paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Identify words or phrases that contribute to the meaning of the text (e. g. **rhymes, poetic devices, or specific technical terms**)
- Identify words that have different figurative or connotative meanings
- Analyze how the author's choice of words affects the meaning and tone of the text

B. Reading 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate t
- Identify the form or structure (e. g., a soliloquy, a
- Analyze how the **specific form or structure** contr
- Identify the organizational approach (e. g., **chapt**
- Analyze how the **specific organization** contributes

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text.
- Determine the point of view of the narrator or subject of a text
- Identify what techniques or devices the author uses to develop the point of view of the speaker or narrator
- **Compare and contrast** how the author develops the points of view of different characters in a text
- Analyze how the author **distinguishes their position** from others

CCSS.ELA-LITERACY.RI.7.4	CCSS.ELA-LITERACY.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; **analyze the impact of a specific word choice on meaning and tone.** CCSS.ELA-LITERACY.RI.7.5 structure an author uses to organize a text, including how the tions contribute **to the whole** and to the development of the ideas. CCSS.ELA-LITERACY.RI.7.6 an author's point of view or purpose in a text and **analyze how the** author distinguishes his or her position from that of others.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of **rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.** CCSS.ELA-LITERACY.RL.7.5 Analyze how a **drama's or poem's form or structure** (e.g., soliloquy, sonnet) contributes to its meaning CCSS.ELA-LITERACY.RL.7.6 **Analyze** how an author develops **and contrasts** the points of view of **different characters or narrators** in a text.

Assessment & Reporting Map

All standards are addressed but only formally assessed Topics will be reported during the following units. ***Module 3 has been removed for the 2020-2021 School year on the guidance of EL.**

Topic	Module 1 Folklore of Latin America	Module 2 Food Choices	Module 3 Voices of the Holocaust	Module 4 Lessons from Japanese American Internment
Key Ideas & Details RI/RL 1, 2, 3	✓ LTa, LTb, LTc	*Record evidence but no TS LTa	✓	✓ LTa, LTc
Craft & Structure RI/RL 4, 5, 6	✓ LTa, LTc	✓ LTa, LTc	✓	✓ LTa, LTc
Integration of Knowledge RI/RL 7, 8, 9	*record evidence but no TS LTc	✓ LTa, LTb, LTc		
Writing Arguments W 1, 5, 6, 8, 9		✓ LTa, LTb		✓ LTa, LTb
Informative Writing W 2, 4, 5, 6, 7, 8, 9,	✓ LTa, LTb			
Narrative Writing W 3, 4, 5, 6, 8, 9,	✓ LTa, LTb		✓	
Collaboration SL 1, 2, 3		✓ LTa, LTb		✓ LTa
Presentation SL 4, 5, 6,		✓ LTa, LTb		✓ LTb, LTc
Conventions L 1, 2,		✓ LTa, LTb	✓	✓ LTa
Vocabulary L 4, 5, 6	✓ LTa, LTc	✓ LTa, LTb, LTc		✓ LTa, LTb, LTc

Key Ideas & Details (8ᵗʰ)

The first strand of reading standards emphasizes students' ability to identify key ideas and themes in a text, whether literary or information. The focus here is on reading to understand... The premise is that students cannot delve into the deeper (implicit) meaning of any text if they cannot first grasp the surface (explicit) meaning of that text. Readers must learn to see how ideas and themes, or the story's characters and events, develop and evolve over the course of a text. (*The Common Core Companion*, Jim Burke)

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
M1U1mid M1U1end M1U2mid M1U3mid M1U3end M2U1mid M2U2end M4U1mid M4U2mid	*Students demonstrate they have the ability to:* **A. Reading 1**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ➢ Identify what happens or is said in the text ➢ Identify **the strongest** pieces of evidence that supports your inference ➢ Support analysis with **the strongest** evidence cited or paraphrased from the text
M1U1mid M1U2mid M1U3mid	**B. Reading 2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ➢ Determine key ideas or themes the author introduces and develops throughout the text. ➢ Identify specific details the author uses to convey these ideas or themes ➢ Analyze the **relationship** between supporting ideas, characters, setting, or plot ➢ Summarize the facts of the text **objectively**
M1U1end M4U1mid M4U2mid	**C. Reading 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ➢ Identify which specific lines of **dialogue** affect the story most ➢ Analyze how these lines of **dialogue** affect the story most ➢ Analyze what this **dialogue reveals** about the character ▪ Identify connections the author is trying to make ▪ Identify **techniques (analogies, categories)** the author uses ▪ Analyze **techniques** the author uses to make connections between different elements

CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence **that most strongly** supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.8.2 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. CCSS.ELA-LITERACY.RI.8.3 **Analyze how a text makes connections among and distinctions** between individuals, ideas, or events (e.g., through **comparisons, analogies, or categories**).	CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence **that most strongly** supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.8.2 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. CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of **dialogue** or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure (8ᵗʰ)

The second strand of reading standards emphasizes students' ability analyze how texts are made to serve a function or achieve a purpose. Students examine the choices the author makes in words and sentence and paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
M1U1mid **M1U2mid** **M1U3mid** **M2U2mid** **M4U1mid** **M4U2mid**	*Students demonstrate they have the ability to:* **A. Reading 4**: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ➢ Identify words or phrases that contribute to the meaning of the text **(e. g. rhymes, poetic devices, or specific technical terms)** ➢ Identify words that have different figurative or connotative meanings ➢ Identify specific **analogies or allusions** to other texts ➢ Analyze the impact of specific **analogies or allusions** on meaning and tone
M1U2mid	**B. Reading 5**: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ➢ Identify the **similarities and differences** between **different texts** ➢ Analyze how **different structures** contribute to the meaning and style of a text ▪ Identify the key **structural elements of a paragraph** ▪ Identify which sentence does the most to develop or refine a key idea ▪ Analyze how this **sentence develops or refines** a key idea
M1U1mid **M2U1mid** **M4U2mid**	**C. Reading 6:** Assess how point of view or purpose shapes the content and style of a text. ➢ Determine how the point of view of the narrator or subject of a text **differs from that of the reader or audience** ➢ Identify what techniques or devices (e. g., **dramatic irony**) the author uses to create **suspense, mystery, or humor** ➢ **Analyze** how the use of these techniques **create a mood** or effect on the reader ➢ Identify where the author acknowledges or **responds to viewpoints that conflict** with their own

CCSS.ELA-LITERACY.RI.8.4	CCSS.ELA-LITERACY.RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, **including analogies or allusions to other texts.**	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of s**pecific word choices on meaning and tone, including analogies or allusions to other texts.**
CCSS.ELA-LITERACY.RI.8.5	CCSS.ELA-LITERACY.RL.8.5
Analyze in detail the structure of **a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**	**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.**
CCSS.ELA-LITERACY.RI.8.6	CCSS.ELA-LITERACY.RL.8.6
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.**	Analyze how **differences in the points of view** of the characters and the audience or reader (e.g., created through the use of dramatic irony) **create such effects as suspense or humor.**

Integration of Knowledge and Ideas (8th)

The third strand can be summed up as reading to extend or deepen one's knowledge of a subject by comparing what a range of sources have said about it over time and across different media. They emphasize the ability to read arguments, how to identify the claims a text makes and evaluate the evidence used to support those claims.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
	Students demonstrate they have the ability to:
M2U2end	**A. Reading 7**: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	❯ Identify **similarities** and **differences** between a **story or drama and a filmed or live adaptation**
	❯ Determine if similarities or differences were the artistic choices of the actor, director, or designer
	❯ Evaluate how the **actors', directors', or designers' choices** contribute to its overall impact
	▪ Identify available media formats for this content
	▪ Evaluate the **advantages and disadvantages of each medium for presenting this content**
M2U1mid	**B. Reading 8**: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	▪ Identify **multiple claims** in a text
	▪ Examine how **each claim** evolves from beginning to end
	▪ Identify the reasons and evidence presented to support the claim
	▪ Evaluate if the reasoning is sound, relevant, sufficient
	▪ Determine **which evidence may be irrelevant** to the claim
M1U2end **M1U3end** **M2U1end**	**C. Reading 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	❯ Identify **themes, patterns, or events in a modern text** that are borrowed from an **earlier text**
	❯ Analyze how the author **modernizes** or **adapts** traditional stories or religious texts
	❯ Identify where two or more sources provide **conflicting information**
	❯ Analyze the impact of the meaning or accuracy of each text

CCSS.ELA-LITERACY.RI.8.7	CCSS.ELA-LITERACY.RL.8.7
Evaluate the **advantages and disadvantages of using different medium** (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	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.
CCSS.ELA-LITERACY.RI.8.8	CCSS.ELA-LITERACY.RL.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	(RL.8.8 not applicable to literature)
CCSS.ELA-LITERACY.RI.8.9	CCSS.ELA-LITERACY.RL.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	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.

Writing Arguments (8ᵗʰ)

Argument is essential to success in college and career and develops the critical faculties needed in the adult world. Crafting arguments requires students to analyze texts or topics and determine which evidence best supports their arguments. Students write in this format to change minds, hearts, and actions. Throughout the writing process, students must also navigate knowing their audience and adjusting they style and format to achieve a purpose and develop focus.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
M2U3end **M4U2end**	*Students demonstrate they have the ability to:*
	A. Writing 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
	➤ Introduce claim(s), **acknowledge 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 words, phrases, and clauses to **create cohesion** and clarify the relationships among claim(s), counterclaims, reasons, and **evidence**.
	➤ Establish and maintain a formal style.
	➤ Provide a concluding statement or section that follows from **and supports** the argument presented.
	➤ Develop and strengthen writing as needed by planning, revising, editing, rewriting, **focusing on how well purpose and audience have been addressed.** (W.8.5)
	➤ Demonstrate command of keyboarding skills to type multi-page papers (W.8.6)
M2U3end **M4U2end**	**B. Writing 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	➤ Gather relevant information from multiple print and digital sources
	➤ Assess the credibility and **accuracy** of each source
	➤ Quote or paraphrase the data and conclusions of others while avoiding plagiarism
	➤ **Follow a standard format for citation.**
	➤ Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)

CCSS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

CCSS.ELA-LITERACY.W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

Informative Writing (8th)

Informational/explanatory writing conveys ideas, events, and findings by choosing and explaining the behavior, meaning, or importance of key details. Students write in this format to extend reader's knowledge or acceptance of ideas and procedures. Throughout the writing process, students must also navigate knowing their audience and adjusting they style and format to achieve a purpose and develop focus.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
M1U3end	*Students demonstrate they have the ability to:*
	A. Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	➢ 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.
	➢ Develop the topic with relevant, **well-chosen facts**, definitions, concrete details, quotations, or other information and examples.
	➢ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	➢ Use precise language and domain-specific vocabulary to inform about or explain the topic.
	➢ Establish and maintain a formal style.
	➢ Provide a concluding statement or section that follows from and supports the information or explanation presented.
	➢ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach**.** (W.8.5)
	➢ Demonstrate command of keyboarding skills to type multi-page papers (W.8.6)
M1U3end **M2U2mid**	**B. Writing 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	➢ Gather relevant information from multiple print and digital sources
	➢ Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	➢ Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)

CCSS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
CCSS.ELA-LITERACY.W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Narrative Writing (8ᵗʰ)

Narrative writing includes not just stories but accounts of historical events and lab procedures. Students write in this format to inform, inspire, persuade, or entertain. Throughout the writing process, students must also navigate knowing their audience and adjusting they style and format to achieve a purpose and develop focus.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
	Students demonstrate they have the ability to:
M1U2end	**A. Writing 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
	➢ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	➢ Use narrative techniques, such as dialogue, pacing, description, **and reflection**, to develop experiences, events, and/or characters.
	➢ Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, **and show the relationships among experiences and events.**
	➢ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	➢ Provide a conclusion that follows from and reflects on the narrated experiences or events.
	➢ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.8.5)
	➢ Demonstrate command of keyboarding skills to type multi-page papers (W.8.6)
M1U2end	**B. Writing 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	➢ Gather relevant information from multiple print and digital sources
	➢ Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	➢ Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)

CCSS.ELA-LITERACY.W.8.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
CCSS.ELA-LITERACY.W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Collaboration (8ᵗʰ)

Discussion in one form or another is a vital component of active participation in society. To ensure students contribute substance, they are expected to read, write, or investigate as directed so they come to class ready to engage in the discussion of that topic or text with peers or the whole class. Listening and responding in a variety of settings prepares students to negotiate their thinking with that of others and draw their own conclusions.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
M2U1mid **M4U1end** **M4U3mid**	*Students demonstrate they have the ability to:*

LEVEL 3 LEARNING GOAL: (AT)
Students demonstrate they have the ability to:

A. Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

➢ 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.
➢ Follow rules for collegial discussions **and decision-making**, track progress toward specific goals and deadlines, and define individual roles as needed.
➢ Pose questions that **connect the ideas of several speakers** and respond to others' questions and comments with relevant **evidence, observations, and ideas.**
➢ Acknowledge new information expressed by others, and, when warranted, **qualify or justify their own views in light of the evidence presented.**

B. Speaking & Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

➢ **Analyze the purpose of information** presented in diverse media and formats (e.g., visually, quantitatively, orally)
➢ **Evaluate the motives (e.g., social, commercial, political) behind its presentation.**

C. Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

➢ Delineate a speaker's argument and specific claims,
➢ Evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence **and identifying when irrelevant evidence is introduced.**

CCSS.ELA-LITERACY.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CCSS.ELA-LITERACY.SL.8.3
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation (8th)

Presentations are a great way to have students practice all domains of literacy (speaking, reading, writing and listening) to support deeper learning of material and enhance acquisition of academic vocabulary. They help build confidence and require skills that most people will need in any college or career track. It is also an opportunity to challenge and expand on their understanding of the topic by having others ask questions and negotiate learning with others.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
	Students demonstrate they have the ability to:
M2U2end	**A. Speaking & Listening 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	➢ 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.
M2U2end **M4U3end**	**B. Speaking & Listening 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	➢ Integrate multimedia and visual displays into presentations to clarify **information, strengthen claims and evidence, and add interest.**
M4U3end	**C. Speaking & Listening 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	➢ Adapt speech to a variety of contexts and tasks,
	➢ Demonstrate a command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.8.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-LITERACY.SL.8.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **(See grade 8 Language standards 1 and 3 here for specific expectations.)**

Conventions (8ᵗʰ)

Students should know and use the proper forms of English – spelling, grammar, usage, and conventions – when speaking or writing for public purposes or audience such as at work or at school.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
M2U3end **M4U2end**	*Students demonstrate they have the ability to:* **A. Language 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ➢ Use appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) ➢ Recognize and correct major problems in sentence structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) ➢ Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers") ➢ Ensure subject-verb agreement when there is some text between the subject and verb
M2U3end	**B. Language 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ➢ Delete apostrophes used incorrectly to form plural nouns ➢ Use commas to avoid misunderstandings (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible, to set off simple parenthetical elements) ➢ Determine appropriate use of punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission

CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.*	A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.

Vocabulary Acquisition & Use (8ᵗʰ)

Vocabulary is instrumental in the success of the other educational domains of reading, writing, and speaking/listening. Students must be able to navigate words that are unknown or may have possible meanings, explore different usages in context, and learn to work with domain specific words or phrases they will encounter throughout the world.

Assessment Calendar	LEVEL 3 LEARNING GOAL: (AT)
M1U1mid **M1U2mid** **M1U3mid** **M2U3mid** **M4U1mid**	*Students demonstrate they have the ability to:* **A. Language 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ➢ Use context as a clue to the meaning of a word or phrase ➢ Use common Greek or Latin affixes and roots as clues to the meaning of a word
M2U3mid **M4U1mid** **M4U2mid**	**B. Language 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ➢ Interpret figures of speech (e.g. verbal irony, puns) in context. ➢ Use the relationship between particular words to better understand each of the words. ➢ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
M1U1mid **M1U3mid** **M2U2end** **M2U3end** **M4U2end**	**C. Language 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ➢ Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

CCSS.ELA-LITERACY.L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.8.6
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.