



Reporting Topics, Scales & Pacing Guide

8th grade ELA

2021-2022

SHERIDAN, ELIZABETH

<http://secondaryliteracy.dmschools.org/>

<https://curriculum.eleducation.org/>

Domains of Literacy and Reporting Topics:



Reading

- Key Ideas & Details
- Craft & Structure of Text
- Integration of Knowledge



Writing

- Writing Arguments
- Informative Writing
- Narrative Writing



Speaking & Listening

- Collaboration
- Presentation



Language

- Conventions
- Vocabulary

<p>KEY IDEAS & DETAILS - 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.</p> <p style="text-align: right;"><i>RI.1, RI.2, RI.3, RL.1, RL.2, RL.3</i></p>	<p>WRITING ARGUMENTS - 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.</p> <p style="text-align: right;"><i>W.1, W.5, W.6, W.8, W.9</i></p>
<p>CRAFT & STRUCTURE - 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.</p> <p style="text-align: right;"><i>RI.4, RI.5, RI.6, RL.4, RL.5, RL.6</i></p>	<p>INFORMATIVE WRITING - 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.</p> <p style="text-align: right;"><i>W.2, W.5, W.6, W.8, W.9</i></p>
<p>INTEGRATION OF KNOWLEDGE - 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.</p> <p style="text-align: right;"><i>RI.7, RI.8, RI.9, RL.7, RL.8, RL.9</i></p>	<p>NARRATIVE WRITING - 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.</p> <p style="text-align: right;"><i>W.3, W.5, W.6, W.8, W.9</i></p>
<p>COLLABORATION - 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.</p> <p style="text-align: right;"><i>SL.1, SL.2, SL.3</i></p>	<p>CONVENTIONS - Students should know and use the academic forms of English – spelling, grammar, usage, and conventions – when speaking or writing for public purposes or audience such as at work or at school.</p> <p style="text-align: right;"><i>L.1, L.2</i></p>
<p>PRESENTATION - 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.</p> <p style="text-align: right;"><i>SL.4, SL.5, SL.6</i></p>	<p>VOCABULARY - 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.</p> <p style="text-align: right;"><i>L.4, L.5, L.6</i></p>

The Anatomy of the Scales

Only learning targets that are assessed during that Module will appear on the scale. Use only the included learning targets to assess student's progress. (example, this scale is missing A. Reading 7 because it is not assessed in the current Module)

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

Integration of Knowledge and Ideas (6th) READING

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

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 a claim
- **Examine how a claim develops from beginning to end**
- Identify the reasons and evidence presented to support the claim
- **Evaluate the quality and degree to which the evidence supports the claim**

C. Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge and insights about the issues and events they address. Analyze the extent to which the authors take

- Identify a similar theme or topic in multiple texts from **different genres** (e. g., stories and poems, historical and fantasy stories, memoir and historian's account)
- Analyze how the treatment of the subject differs in the two different accounts

Bolded elements represent a new addition in complexity or skill from the year prior and should be the focus of new instruction.

➤ 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 is required to assess Non-fiction

Standards-Referenced Grading

Our purpose in collecting a body of evidence is to:

- 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.

Scoring

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.

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

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.

What To Put In Infinite Campus:

While Infinite Campus will continue to house our formal grades, we must balance the amount of information housed there and carefully consider the audience we are aiming to communicate with. By streamlining what is housed in IC, it is easier for parents to understand current general progress. Information at the standard or success criteria level is intended to inform instructional moves and can become overly confusing to many stakeholders. Carefully consider what feedback tools are embedded in the curriculum to communicate specific feedback to students while keeping Infinite Campus high level.

Place one entry under each topic identified for historical record per assessment and continually update the Topic Score. Specific feedback regarding learning targets or success criteria students should be housed using the tracking sheets, rubrics, Canvas communication or alternative methods. Not all questions or standards included on each assessment will receive a reported “grade” depending on the types of questions used to assess.

Separating questions by Learning Target is encouraged for teacher monitoring of student progress. Information is provided to support either Grading Practice Option 2 or Option 3, as directed by your building administrator. For more information on [DMPS Grading Practices](#), please review Grading Practice 3 beginning on page 13.

Additional Evidence Collection:

The EL curriculum is ripe with opportunities for students to demonstrate learning. While the 7 Module Assessments should carry the most weight in determining a student’s current progress, additional bodies of evidence may be captured. Evidence must be an activity or assignment that is part of the EL curriculum, completed independently by the student, keeping in mind the level of scaffolding that was incorporated as part of the lesson. This is particularly true to support early reporting around mid-unit 1 assessments where selected response may not provide a full and accurate picture of student progress.

Additional evidence should be minimal, intentional, and determined by the PLC.

Performance Assessments:

The EL performance assessments are fantastic ways to create a public display of learning at the end of each module. Each PLC has the power to adapt these projects to best fit the school community, current resources, and student input. The standards addressed cannot change but aspects of how students demonstrate learning can.

Example: The webpage created in Module 1 can easily be transformed into a different presentation mode depending on equipment, skill in web design etc.

Assessment & Reporting Map

All standards are addressed but only formally assessed Topics will be reported during the following units.

Topic	Module 1 Folklore of Latin America	Module 2 Food Choices	Module 3 Voices of the Holocaust	Module 4 Lessons from Japanese American Internment
READING				
Key Ideas & Details RI/RL 1, 2, 3		✓	✓	✓
Craft & Structure RI/RL 4, 5, 6	✓		✓	✓
Integration of Knowledge RI/RL 7, 8, 9	✓	✓		✓
WRITING				
Writing Arguments W 1, 5, 6, 8, 9		✓		✓
Informative Writing W 2, 4, 5, 6, 7, 8, 9,	✓			
Narrative Writing W 3, 4, 5, 6, 8, 9,	✓		✓	
SPEAKING & LISTENING				
Collaboration SL 1, 2, 3		✓		✓
Presentation SL 4, 5, 6,		✓	✓	✓
LANGUAGE				
Conventions L 1, 2,		✓	✓	✓
Vocabulary L 4, 5, 6	✓	✓	✓	✓

Module I

August 25-October 27

Folklore of Latin America

Students read *Summer of the Mariposas* and analyze theme, point of view, and characterization. Students write their own narrative scene in which they modernize a character from Latin American folklore. Finally, students write expository essays about the modernization of Latin American folklore and create a website to house their narratives and essays.

Reported Topics:

Key Ideas & Details

Craft & Structure

Integration of Knowledge

Informative Writing

Narrative Writing

Vocabulary

Pacing Guidance

Unit 1

August 25 – September 17

Unit 2

September 20 – October 8

Unit 3

October 11 – October 27

Grade 8: M1U1Mid-Unit Assessment

Title: Analyze Point of View: *Summer of the Mariposas*, Chapter 9

Format: Selected and constructed response

IC Entry: M1U1Mid (Module 1, Unit 1, Mid-Unit Assessment)

*This can be split into M1U1Midp1 and M1U1Endp2

Question	Standard	Question	Standard
Part I		Part II	
1	L4	7a	RL6
2	L4, L6	7b	RL6
3	L4, L6	8a	RL6
4a	RL4	8b	RL1
4b	RL4, L5	8c	RL6
5a	L4		
5b	RL4, L6		
6	RL4, L4, L6		

Craft & Structure	Vocab
LTa Questions to inform score: 4a, 4b, 5b, 6	LTa Questions to inform score: 1, 2, 3, 5a, 6
LTc Questions to inform score: 7a, 7b, 8a, 8c	LTc Questions to inform score: 2, 3, 5b, 6

Grade 8: M1U1End Assessment

Title: Aspects of Character: *Summer of the Mariposas*

Format: Selected response; graphic organizer

IC Entry: M1U1End (Module 1, Unit 1, End-Unit Assessment)

Question	Standard
1	RL1, RL3
2a	RL1, RL3
2b	RL1, RL3
3	RL1, RL3
4	RL1, RL3

Key Ideas & Details

LTa
LTc

Grade 8: M1U2Mid-Unit Assessment

Title: Determine a Theme and Write a Literary Summary

Format: Selected and constructed response

IC Entry: M1U2Mid (Module 1, Unit 2, Mid-Unit Assessment)

Question	Standard	Question	Standard
1a	RL4, L4	3a	RL1, RL2
1b	RL4, L4	3b	RL1, RL2
2a	RL4, L4	4	RL1
2b	RL4, L4		
2c	RL4, L4		

Key Ideas & Details	Craft & Structure	Vocabulary
LTa Questions to inform score: 3a, 3b, 4	LTa Questions to inform score: 1a, 1b, 2a, 2b, 2c, 3b	LTa Questions to inform score: 1a, 1b, 2a, 2b, 2c, 3b
LTb Questions to inform score: 3a, 3b		

Grade 8: M1U2End Assessment

Title: Write a Narrative

Format: Essay

IC Entry: M1U2End (Module 1, Unit 2, End-Unit Assessment)

Question	Standard
Narrative Writing	RL9, W3

Integration of Knowledge	Narrative Writing
LTc	LTa LTb

Grade 8: M1U3Mid-Unit Assessment

Title: Determine a Central Idea

Format: Selected and constructed response

IC Entry: M1U3Mid (Module 1, Unit 2, Mid-Unit Assessment)

Question	Standard
1	RI4, L4, L6
2	L4, L6
3	RI4, L4
4a	RI2
4b	RI1, RI2

Key Ideas & Details	Craft & Structure	Vocabulary
LTb Questions to inform score: 4a, 4b	LTa Questions to inform score: 1, 3	LTa Questions to inform score: 1, 2, 3

Grade 8: M1U3End Assessment

Title: Write a Compare and Contrast Essay

Format: Essay

IC Entry: M1U3End (Module 1, Unit 2, End-Unit Assessment)

Question	Standard
Compare/Contrast Essay	RL1, RL9, W2

Key Ideas & Details	Integration of Knowledge	Informative Writing
LTa	LTc	LTa LTb

Grade 8: M1 Performance Task

Title: Class Website: Folklore of Latin America

Format: Webpage as part of a class website

IC Entry: M1PA (Module 1 Performance Assessment)

Question	Standard
Webpage	RI.8.1, W.8.2, W.8.4, W.8.6, W.8.9, W.8.9b, W.8.10, L.8.6

Informative Writing
LTa LTb

Key Ideas & Details (8th) READING

LEVEL 3 LEARNING GOAL: (AT)

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

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**

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

Craft and Structure (8th) READING

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
- Identify specific **analogies or allusions** to other texts
- Analyze the impact of specific **analogies or allusions** on meaning and tone

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text.

- a. Determine how the point of view of the narrator or subject of a text **differs from that of the reader or audience**
- b. 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

Integration of Knowledge (8th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

- a. Identify **themes, patterns, or events in a modern text** that are borrowed from an **earlier text**
- b. 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

Informative Writing (8th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

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)

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)
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Narrative Writing (8th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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)

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)

Vocabulary (8th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. 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

Module 2

November 3 – January 14

Food Choices

Students read *The Omnivore's Dilemma* and watch related video clips from NourishLife. Students then evaluate the authors' motives, purposes, and points of view, including whether and how conflicting viewpoints are addressed. Additionally, students evaluate the advantages and disadvantages of using different mediums to convey information. Students research different topics that impact access to healthy food and write an expository essay. Students then write an argumentative essay about the food choices they think would most benefit their community and present their claim to an audience.

Reported Topics:

Key Ideas & Details
Integration of Knowledge
Writing Arguments
Collaboration
Presentation
Conventions
Vocabulary

Pacing Guidance

Unit 1
November 3 – November 23

Unit 2
November 29 – December 21

Unit 3
January 3 – January 14

Grade 8: M2U1Mid-Unit Assessment

Title: Analyze Structure, Determine Point of View, and Evaluate Arguments

Format: Selected and constructed response

IC Entry: M2U1Mid (Module 2, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
Part I: Analyze a Claim in a Video		Part II: Analyze a Claim in a Text	
1	RI6	1	RI6
2	SL3	2	RI8
3	SL3	3	RI1, RI8
4	SL3	4	RI1, RI8
5	SL3	5	RI1, RI8
6	SL3	6	RI1, RI8
7	SL3	7	RI1, RI8
		8	RI8

Key Ideas & Details	Integration of Knowledge	Collaboration
LTa Questions to inform score: Part II Q 3, 4, 5, 6, 7	LTb Questions to inform score: Part II Q 3, 4, 5, 6, 7	LTC Questions to inform score: Part I Q 2, 3, 4, 5, 6, 7

Grade 8: M2U1End Assessment

Title: Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text

Format: Selected response

IC Entry: M2U1End (Module 2, Unit 1, End-Unit Assessment)

Question	Standard
1	SL2
2	SL2
3	RI7
4	RI1, RI9
5	RI1, RI9

Integration of Knowledge	Collaboration
LTC Questions to inform score: 4, 5	LTb Questions to inform score: 1, 2

Grade 8: M2U2Mid-Unit Assessment

Title: Research Climate Change and Food Shortages

Format: Selected and constructed response

IC Entry: M2U2Mid (Module 2, Unit 2, Mid-Unit Assessment)

Question	Standard
1	W8
2	W7
3	RI4
Note catcher	W7, W8

Writing Arguments

LTb
Questions to inform score: 1, 2, note catcher

Grade 8: M2U2End Assessment

Title: Desktop Teaching Activity: Access to Healthy Food

Format: Selected and constructed response

IC Entry: M2U2Mid (Module 2, Unit 2, Mid-Unit Assessment)

Question	Standard
Part I: Desktop Teaching Activity Lesson Plan	RI1, SL4, L6
Part II: Desktop Teaching Activity: Access to Healthy Food	SL4, SL5

Key Ideas & Details	Presentation	Vocabulary
LTa – capturing evidence here as this is the application of embedding textual evidence into a verbal presentation	LTa LTb	LTC – capturing evidence here as this is the application of using vocabulary in context to verbally process.

Grade 8: M2U3Mid-Unit Assessment

Title: Analyze Language in *The Omnivore’s Dilemma*, Pages 65–67

Format: Selected response

IC Entry: M2U3Mid (Module 2, Unit 3, Mid-Unit Assessment)

Question	Standard
1a	L4
1b	L4
2	L4
3	L5
4	L5

Vocabulary
LTa Questions to inform score: 1a, 1b, 2
LTb Questions to inform score: 3, 4

Grade 8: M2U3End Assessment

Title: Write an Argument Essay: Defending a Healthy Food Choice

Format: Essay

IC Entry: M2U3End (Module 2, Unit 3, End-Unit Assessment)

Question	Standard
Argument Essay	W1, L1, L2, L6

Writing Arguments	Conventions	Vocabulary
LTa LTb	LTa LTb	LTc

Grade 7: M2 Performance Task

Title: Roundtable Presentations of Food Choices

Format: Infographic and interactive presentation

IC Entry: M2PA (Module 2 Performance Assessment)

Question	Standard
Presentation	SL4, SL5, SL6, L6

Presentation
LTa LTb

Key Ideas & Details (8th) READING

LEVEL 3 LEARNING GOAL: (AT)

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

Integration of Knowledge (8th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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

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

Writing Arguments (8th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

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)

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)

Collaboration (8th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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

- a. **Analyze the purpose of information** presented in diverse media and formats (e.g., visually, quantitatively, orally)
- b. **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.

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

Presentation (8th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

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.**

Conventions (8th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

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

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

Vocabulary (8th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

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

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).

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

Module 3

January 20 – April 1

Voices of the Holocaust

Students read *Maus I* and analyze dialogue, tone, characterization, and theme. They write literary analysis essays to compare the structure and meaning of two texts. Students read accounts of victims and survivors of the Holocaust, analyze language, and write summaries. Students read accounts of upstanders during the Holocaust and write reflections on what qualities and actions made them upstanders. Students write a narrative interview about a fictional upstander, create a graphic panel based on this narrative, and present it to an audience.

Reported Topics:

Key Ideas & Details

Craft & Structure

Narrative Writing

Presentation

Conventions

Vocabulary

Pacing Guidance

Unit 1

January 20 – February 11

Unit 2

February 16 – March 4

Unit 3

March 7 – April 1

Grade 8: M3U1Mid-Unit Assessment

Title: Analyze Character, Dialogue, and Word Choice: *Maus I*, Chapter 4

Format: Selected and constructed response

IC Entry: M3U1Mid (Module 3, Unit 1, Mid-Unit Assessment)

Question	Standard
1	RL3
2	RL4
3	RL4
4	RL3
5	RL3
6	RL3

Key Ideas & Details	Craft & Structure
LTc Questions to inform score: 1, 4, 5, 6	LTa Questions to inform score: 2, 3, 5, 6

Grade 8: M3U1End Assessment

Title: Analyze Passive Voice and Active Voice and Summarize *Maus I*

Format: Selected response and summary

IC Entry: M3U1End (Module 3, Unit 1, End-Unit Assessment)

Question	Standard	Question	Standard
	Part I		Part II
1	L1, L3	Summary	RI1, RL2, W9
2	L1, L3		

Key Ideas & Details	Vocabulary
LTa LTb Questions to inform score: Part II summary	LTa Questions to inform score: 1, 2 LTc Questions to inform score: 1, 2

Grade 8: M3U2Mid-Unit Assessment

Title: Compare and Contrast Structure and Meaning in a New Poem and *Maus I*

Format: Selected and constructed response

IC Entry: M3U2Mid (Module 3, Unit 2, Mid-Unit Assessment)

Question	Standard	Question	Standard
1	L1	6	RL2
2	L5, RL4	7	RL5
3	L5, RL4	8	RL5
4	RL2	9	RL5
5	RL1		

Key Ideas & Details	Craft & Structure
LTb Questions to inform score: 4, 6	LTb Questions to inform score: 2, 3 LTc Questions to inform score: 7, 8, 9

Grade 8: M3U2End Assessment

Title: Language Assessment: Correct Verb Mood

Format: Selected and constructed response

IC Entry: M3U2End (Module 3, Unit 2, End-Unit Assessment)

Question	Standard
1	L1, L3
2	L1, L3
3	L1, L3
4a	L1
4b	L1
4c	L1
5	L1, L3

Conventions
LTa
LTc

Grade 8: M3U3Mid-Unit Assessment

Title: Language Assessment: Correct Punctuation and Verb Voice and Mood

Format: Selected and constructed response

IC Entry: M3U3Mid (Module 3, Unit 3, Mid-Unit Assessment)

Question	Standard	Question	Standard
1a	L2	4	L2
1b	L2	5	L1
2	L2	6	L1
3	L2		

Conventions
LTa
LTb

Grade 8: M3U3End Assessment

Title: Write a Narrative in Interview Form

Format: Essay

IC Entry: M3U3Mid (Module 3, Unit 3, Mid-Unit Assessment)

Question	Standard
Narrative in Interview Form	W1, L1

Narrative Writing	Conventions
LTa LTb	LTa

Grade 8: M3 Performance Task

Title: Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander

Format: Graphic panel, written reflection, and interactive presentation

IC Entry: M3PA (Module 3 Performance Assessment)

Question	Standard
Performance Assessment	W3, W4, W5, SL1, SL6, L1, L2, L3, L6

Presentation	Narrative Writing	Conventions	Vocabulary
LTc	LTa	LTa LTb	LTc

Key Ideas & Details (8th) READING

LEVEL 3 LEARNING GOAL: (AT)

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

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**

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

Craft and Structure (8th) READING

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
- Identify specific **analogies or allusions** to other texts
- Analyze the impact of specific **analogies or allusions** on meaning and tone

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

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

Narrative Writing (8th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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)

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)

Presentation (8th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

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**.

Conventions (8th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

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

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

Vocabulary (8th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

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

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

Module 4

April 4 – June 1

Lessons from Japanese American Internment

Students read *Farewell to Manzanar* and analyze connections and distinctions among individuals, ideas, and events in the text. Students watch the film adaptation of *Farewell to Manzanar* and analyze how the film stays faithful to or departs from the text. Students write a literary argument essay to evaluate the filmmakers' choices and analyze how faithful the film is in developing a significant idea in the text. Additionally, students generate lessons from Japanese American internment from their reading of *Farewell to Manzanar* and other informational texts. Finally, they research how community organizations are applying these lessons from Japanese American internment today and present their findings to an audience.

Reported Topics:

Key Ideas & Details
Craft & Structure
Integration of Knowledge
Writing Arguments
Collaboration
Presentation
Conventions
Vocabulary

Pacing Guidance

Unit 1
April 4 – April 21

Unit 2
April 26 – May 13

Unit 3
May 16 – June 1

Grade 8: M4U1Mid-Unit Assessment

Title: Analyze Vocabulary, Connections, and Distinctions: *Farewell to Manzanar*, Chapter 5

Format: Selected and constructed response

IC Entry: M4U1Mid (Module 4, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
1a	RI1, RI4, L4	4a	RI1, RI3
1b	RI4, L5	4b	RI1, RI3
1c	RI1, RI4, L5	5a	RI1, RI4, L4, L5
2a	RI1, RI3	5b	RI4, L5
2b	RI3	5c	RI1, RI3
3a	RI3	6a	L4
3b	RI1, RI3	6b	RI4, L4

Key Ideas & Details	Craft & Structure	Vocabulary
LTC Questions to inform score: 2a, 2b, 3a, 3b, 4a, 4b, 5c	LTa Questions to inform score: 1a, 1b, 1c, 5a, 5b, 6b	LTa Questions to inform score: 1a, 5a, 6a, 6b LTb Questions to inform score: 1c, 5a, 5b

Grade 8: M4U1End Assessment

Title: Collaborative Discussion: *Farewell to Manzanar*

Format: Text-based discussion

IC Entry: M4U1End (Module 4, Unit 1, End-Unit Assessment)

Question	Standard
Collaborative Discussion	SL1

Collaboration
LTa

Grade 8: M4U2Mid-Unit Assessment

Title: Analyze Connections, Distinctions, and Point of View: *Farewell to Manzanar*, Chapter 22

Format: Selected and constructed response

IC Entry: M4U2Mid (Module 4, Unit 2, Mid-Unit Assessment)

Question	Standard	Question	Standard
1a	RI1, RI3	4a	RI4, L5
1b	RI3	4b	RI4, RI6, L5
1c	RI1, RI3	5	RI1, RI3,
2a	RI3	6	RI1, RI3,
2b	RI1, RI3		
3a	RI4, L5		
3b	RI3		
3c	RI4, RI6, L5		

Key Ideas & Details	Craft & Structure	Vocabulary
LTa Questions to inform score: 1a, 1c, 2b, 5, 6 LTC Questions to inform score: 1a, 1c, 2a, 2b, 3b	LTa Questions to inform score: 3a, 3c, 4a, 4b, LTC Questions to inform score: 3c, 4b	LTb Questions to inform score: 3a, 3c, 4a, 4b,

Grade 8: M4U2End Assessment

Title: Write a Literary Argument Essay: *Farewell to Manzanar*

Format: Essay

IC Entry: M4U2End (Module 4, Unit 2, End-Unit Assessment)

Question	Standard
Argument Essay	RL1, RL7, W1, L2, L6

Integration of Knowledge	Writing Arguments
LTa	LTa LTb
Conventions	Vocabulary
LTa	LTc

Grade 8: M4U3Mid-Unit Assessment

Title: Collaborative Discussion: Internment and Redress

Format: Text-Based discussion

IC Entry: M4U3Mid (Module 4, Unit 3, Mid-Unit Assessment)

Question	Standard
Collaborative Discussion	SL1

Collaboration
LTa

Grade 8: M4U3End Assessment

Title: Activist Organization Presentation

Format: Presentation

IC Entry: M4U3End (Module 4, Unit 3, End-Unit Assessment)

Question	Standard
Activist Organization Presentation	SL5, SL6, L6

Presentation	Vocabulary
LTb LTc	LTc

Grade 8: M4 Performance Assessment

Title: Activist Assemble

Format: Collaborative discussion

IC Entry: M4PA (Module 4 Performance Assessment)

Question	Standard
Activist Assembly	W8, W10, SL1, SL5, SL6

Presentation
LTb LTc

Key Ideas & Details (8th) READING

LEVEL 3 LEARNING GOAL: (AT)

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

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

Craft and Structure (8th) READING

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
- Identify specific **analogies or allusions** to other texts
- Analyze the impact of specific **analogies or allusions** on meaning and tone

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

Integration of Knowledge (8th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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**

Writing Arguments (8th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

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)

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)

Collaboration (8th) SPEAKING & LISTENING

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**.

Presentation (8th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

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**.

Conventions (8th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

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

Vocabulary (8th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

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

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).

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