8th Language Arts

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Foreword

The purpose of this guide is to:

- Provide guidance for scoring student evidence.
- Identify pacing for evidence collection.

How to use this document:

This curriculum guide is *not…*

- Used for designing instruction (you'll use your curricular materials for that – working through each lesson as designed).
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the materials within our adopted curriculum to help you to scaffold up to the learning targets and extend your students' learning beyond them.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

Curriculum Access: EL Education – Grade 8

Semester 1	Module 1: Folklore of Latin America *Summer of the Mariposas*			Module 3: Voices of the Holocaust *Maus*		
	Unit 1	**Unit 2**	**Unit 3**	**Unit 1**	**Unit 2**	
Topic Name	**Topic 1: Read and Analyze**	**Topic 2: Narrative Writing**	**Topic 3: Compare and Contrast**	**Topic 4: Maus**	**Topic 5: Voices of Victims and Survivors**	
<u>Reporting frequency of topic scores</u>	**4 weeks** (16 lessons) 22 days	**4 weeks** (11 lessons) 13 days	**3 weeks** (14 lessons) 18 days	**4 weeks** (10 lessons) 16 days	**3 weeks** (14 lessons) 16 days	
Approximate beginning and end dates for the topics	8/24-9/23	9/26--10/14	10/17-11/11	11/14-12/8	12/12-1/13	
Focus Standards	RL.8.4, RL.8.5 RL.8.1, RL.8.6 RL.8.1, RL.8.3	RI.8.1, RI.8.2 W.8.3	W.8.2 W.8.6 SL	RL.8.1, RL.8.3	RL.8.4, L.8.5 RL.8.2	

Semester 2	Module 3: Voices of the Holocaust *Maus*		Module 4: Lessons from Japanese American Internment *Farewell to Manzanar*		
		Unit 3	**Unit 1**	**Unit 2**	**Unit 3**
		Topic 6: Voices of Upstanders	**Topic 7: Lessons Learned**	**Topic 8: Significant Ideas**	**Topic 9: Investigate, Discover, and Apply**
<u>Reporting frequency of topic scores</u>		**4 weeks** (15 lessons) 17 days	**3.5 weeks** (12 lessons) 18 days	**4.5 weeks** (18 lessons) 26 days	**5 weeks** (12 lessons) 22 days
Approximate beginning and end dates for the topics		1/19-2/10	2/15-3/10	3/22-4/28	5/1-5/31
Focus Standards					

Standards-Referenced Grading Basics

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 Level 3 targets through multiple and varying points of data
• Provide opportunities for feedback between student and teacher.

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.

Updated SRG grading guidance
COMING SOON

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of "multiple opportunities" is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester's end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:

Unit Narrative: *In this unit, students*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question: Complete this process:** 🐾 *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Topic Title: (weeks)	**Possible Task:** ★ *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.*	**LT1-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT2-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT3-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐

Item Bank:

Target:	*Target:*	*Target:*
Resources to teach:	**Resources to teach:**	**Resources to teach:**
Standard Language	**Standard Language**	**Standard Language**
Guiding Questions, Ideas, and/or Concepts *Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*		

Module 1, Unit 1: Build Background Knowledge: Read & Analyze *Summer of the Mariposas*

Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-1/unit-1

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria are provided below each target.*

Read & Analyze	**LT1A- Interpret how an author uses figurative language to convey meaning**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Determine the meaning of unknown words or phrases ☐ Understand word relationships and how they convey meaning ☐ Determine the figurative and connotative meaning of words
	LT1B- Explain the effect of differences in points of view of characters and the reader
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify details that are revealed to the reader and characters at different points throughout the narrative ☐ Describe details that influence characters in different ways
	LT1C- Analyze how incidents in a story reveal aspects of character
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify incidents that have significant impact ☐ Identify character traits that are revealed by their response to certain incidents

Resources:

LT1A: **Aligned lessons:** L2, L4, L5, L6, L11 (vocabulary) L8, L9, L10 (figurative language specific) **Formal Assessment:** Module 1 mid-unit 1 (1, 2, 3, 4, 5, 6)	LT1B: **Aligned lessons:** L3, L4, L, 7, L9, L10, L11 **Formal Assessment:** Module 1 mid-unit 1 (7, 8)	LT1C: **Aligned lessons:** L13, L14, L15 **Formal Assessment:** Module 1 end-unit 1

Opportunities for Evidence Collection

Understanding nuances in vocabulary is critical to support understanding of figurative language. Some earlier lessons address vocabulary while lessons 8, 9 and 10 address the full language of the target. Additional formal assessment appears on the Module 1 mid-unit 3 assessment.		

Module 1, Unit 2: Theme and Summary in *Summer of the Mariposas*: Narrative Writing

Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-1/unit-2

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria* are provided below each target.
Narrative Writing	**LT2A- Analyze how an author develops a theme over the course of a narrative** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify a theme in the text ☐ Identify specific details or language used enhance or help develop the theme ☐ Support explanation/ interpretation with text evidence **LT2B- Construct an objective summary of complex texts** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify and describe key events in a complex text ☐ Avoid opinion, bias or judgement in writing **LT2C- Compose a narrative scene that extends a complex story through a new lens** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Introduce new characters and setting ☐ Develop events in a logical sequence ☐ Pace the narrative with dialogue, description, and transitions to create suspense ☐ Use precise words and sensory language to convey events ☐ Follow standard conventions of written English

Resources:		
LT2A: **Aligned lessons:** L1, L2, L3, L4-5 **Formal Assessment:** Module 1 mid-unit 2 (3)	*LT2B:* **Aligned lessons:** L1, L2, L3, L4-5, L8 **Formal Assessment:** Module 1 mid-unit 2 (4)	*LT2C:* **Aligned lessons:** L6, L7, L8, L9, L10, L11 **Formal Assessment:** Module 1 end-unit
Opportunities for Evidence Collection		

Module 1, Unit 3: Compare & Contrast Essay: *Summer of the Mariposas* & Latin American Folklore

Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-1/unit-3

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria are provided below each target.*
Construct New Characters	**LT3A- Compose informational writing that compares depictions of characters in different versions of a story**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify how a modern retelling alters or updates a character ☐ Clearly states a focus ☐ Uses accurate and relevant examples, details, and quotations to explain thinking ☐ Organizes information logically ☐ Follows the rules of writing (spelling, punctuation, and grammar).
	LT3B- Present a personal reflection of their learning process
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Create a visual that incudes multimedia elements ☐ Use appropriate visual techniques and formatting ☐ Demonstrate authenticity and craftsmanship in the final product ☐ Demonstrate deep knowledge of their modernized monster

Resources:

LT3A: **Aligned lessons:** L4, L5, L6, L7, L8, L9, L10, L11, L12 **Formal Assessment:** Module 1 end-unit 3	LT3B: **Aligned lessons:** L13, L14 **Formal Assessment:** Performance Task
Opportunities for Evidence Collection	

The Module mid-unit 3 assessment addresses concepts of figurative language and central idea. These are foundational skills that will support students in their informative writing and creation of their performance task. This assessment can be used to support earlier learning targets and to identify students who may need targeted support for comprehension.

Module 3, Unit 1: Build Background Knowledge: The Holocaust

Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-3/unit-1

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria* are provided below each target.

Maus	**LT4A- Analyze how dialogue between characters and incidents reveal aspects of character or provoke a decision**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify sections of dialogue that are influential in the way a character behaves ☐ Recognize when active and passive voice is used in a text ☐ Analyze aspects of character that are revealed in dialogue with other characters ☐ Analyze how a character's motivation may impact what they say or do
	LT4B- Compose a literary summary
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Introduces the text stating the title, author, and chapter, section, or pages ☐ Briefly outlines what the text is about ☐ Clearly states the central idea(s) ☐ Includes key events and the most important details from the text to explain the central idea(s) and theme presented ☐ Includes a statement of theme ☐ Remains objective without opinions or judgments ☐ Provides a concluding statement ☐ Is short, clear, and concise

Resources:

LT4A:	LT4B:
Aligned lessons:	**Aligned lessons:**
L4, L5, L6, L7, L9	L8, L9, L10
Formal Assessment:	**Formal Assessment:**
Module 3 mid-unit 1	Module 3 end-unit 1 Part II
Module 3 end-unit 1 Part I	

Opportunities for Evidence Collection

Module 3, Unit 2: Voices of Victims and Survivors

Topic Narrative:

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria* are provided below each target.
Voices of Victims and Survivors	**LT5A- Analyze how specific word choices impact meaning and tone** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Determine the meaning of unknown words or phrases ☐ Understand word relationships and how they convey meaning ☐ Determine the figurative and connotative meaning of words ☐ Describe the effect of active and passive voice ☐ Describe the effect of verb moods **LT5B- Analyze structural elements of a text and how they contribute to meaning, style, and theme** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify the function of specific sections of text (lines, stanzas, sentences, paragraphs) ☐ Describe how a section of text impacts meaning ☐ Describe the impact of structure on development of a theme **LT5C- Revise an objective summary to adapt it for a specific purpose** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify details that need to be added/removed for clarity ☐ Identify quotes that highlight the perspective of the victim or survivor ☐ Identify a theme that can be drawn from the individual's experiences

Resources:

LT5A: **Aligned lessons:** L2, L7, L8, L9, L10 **Formal Assessment:** Module 3 mid-unit 2 Module 3 end-unit 2	LT5B: **Aligned lessons:** L2, L5-6, L7 **Formal Assessment:** Module 3 mid-unit 2	LT5C: **Aligned lessons:** L, 8, L9, L10, L11 **Formal Assessment:**

Opportunities for Evidence Collection

		There is no formal question on a mid or end unit assessment for this learning target. Writing and revising objective summaries occurs frequently and is represented in student commemorative posters about the Voices of Victims and Survivors

Module 3, Unit 3: Voices of Upstanders

Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-3/unit-3

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria are provided below each target.*

Voices of Upstanders	**LT6A- Compose text reflections using specific punctuation to indicate a pause, break, or omission**
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Identify when to use commas, dashes, or ellipses to communicate specific pauses
	☐ Apply specific punctuation when writing
	LT6B- Compose an original narrative that introduces a new fictional perspective and the experiences that propel them
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Engage and orient the reader by establishing a context and point of view
	☐ Organize an event sequence that unfolds naturally and logically
	☐ Use narrative techniques, such as dialogue, pacing, description, and reflection
	☐ Use a variety of transition words and phrases to show setting, shifts in time, and the relationship among events
	☐ Use precise words and phrases, relevant descriptive details, and sensory language
	☐ Provide a conclusion that follows from and reflects on the narrated experiences
	LT6C- Present a personal reflection of their learning process.
	Learning that shows evidence of progressing towards grade-level learning target:
	☐ Create a presentation depicting a key moment from their narrative
	☐ Speak with clarity as appropriate to the audience and modality
	☐ Demonstrate authenticity and craftsmanship in the final product
	☐ Demonstrate deep knowledge of their chosen narrative elements and how they develop their Upstander

Resources:		
LT6A: **Aligned lessons:** L2, L3, L5 **Formal Assessment:** Module 3 mid-unit 3	*LT6B:* **Aligned lessons:** L6, L7, L8, L9, L10, L11 **Formal Assessment:** Module 3 end-unit 3	*LT6C:* **Aligned lessons:** L12, L13, L14, L15 **Formal Assessment:** Performance Task
Opportunities for Evidence Collection		

Module 4, Unit 1: Build Background Knowledge: Lessons from Japanese American Internment

Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-4/unit-1

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria* are provided below each target.
Lessons Learned	**LT7A- Analyze how a text makes connections among and distinctions between individuals, events, and ideas**
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify connections between individuals, events, and ideas in a text ☐ Identify how the author makes distinctions between individuals, events, and ideas in a text ☐ Analyze the language or structure used to make the connection/distinction
	LT7B- Interpret how an author uses figurative language to convey meaning
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Determine the meaning of unknown words or phrases ☐ Understand context and word relationships and how they convey meaning ☐ Determine the figurative and connotative meaning of words ☐ Apply affixes and knowledge of root words to determine meanings of words and phrases
	LT7C- Engage in collaborative discussion about the causes and impacts of Japanese American Internment camps *EVIDENCE COLLECTED BUT NOT REPORTED UNTIL UNIT 3*
	Learning that shows evidence of progressing towards grade-level learning target: ☐ Ask questions that connect the ideas of several speakers ☐ Respond to questions and comments with relevant evidence, observations, and ideas ☐ Consider new ideas carefully and, when warranted, explain, or change my thinking.

Resources:		
LT7A: **Aligned lessons:** L2, L3, L5, L6, L9, 10 **Formal Assessment:** Module 4 mid-unit (2, 3, 4, 5)	*LT7B:* **Aligned lessons:** L2, L3, L5, L6, L10, L12 **Formal Assessment:** Module 4 mid-unit (1, 6)	*LT7C:* **Aligned lessons:** L7, L8, L9 **Formal Assessment:** Module 4 end-unit 1
Opportunities for Evidence Collection		
Additional opportunities for evidence collection continue in unit 2.	Additional opportunities for evidence collection continue in unit 2.	There are two collaborative discussions in this Module. Providing specific feedback during Unit 1 will enable students to engage more fully in Unit 3.

Module 4, Unit 2: Write a Literary Argument: Significant Ideas in *Farewell to Manzanar*

Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-4/unit-2

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria are provided below each target.*
Significant Ideas	**LT8A- Analyze how an author's purpose and point of view is conveyed** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify the author's point of view in relationship to specific individuals, events, or ideas ☐ Describe how language or description impacts point of view **LT8B- Compose formal literary argument writing that asserts a claim about the development of a significant idea in text and film** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Clearly state a focused claim ☐ Acknowledges counter-argument ☐ Uses accurate and relevant evidence and reasoning ☐ Organizes information logically ☐ Maintains a formal style ☐ Use precise words and domain-specific vocabulary to show relationships between claim and reasoning ☐ Follow standard conventions of written English appropriate to style

Resources:

LT8A:	LT8B:
Aligned lessons:	**Aligned lessons:**
L1, L2, L8	L3, L4, L9, L10, L11, L12, L13, L14, L15, L16, L17, L18
Formal Assessment:	**Formal Assessment:**
Module 4 mid-unit 2 (3C, 4B)	Module 4 end-unit 2

Opportunities for Evidence Collection

Module 4, Unit 3: Investigate, Discover, and Apply Lessons from Japanese American Internment

Topic Narrative: In this unit, students focus on understanding key lessons from Japanese American internment.

https://curriculum.eleducation.org/curriculum/ela/2019/grade-8/module-4/unit-3

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria* are provided below each target.
Investigate, Discover, & Apply	**LT9A- Analyze how an author develops central ideas over the course of a text** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify central idea(s) in a complex text ☐ Identify key details or events ☐ Construct an objective summary ☐ Support explanation/ interpretation with text evidence **LT9B- Engage in collaborative discussion about the lessons of internment and redress** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Ask questions that connect the ideas of several speakers ☐ Respond to questions and comments with relevant evidence, observations, and ideas ☐ Consider new ideas carefully and, when warranted, explain, or change my thinking. **LT9C- Present a personal reflection of their learning process.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Create a presentation that incudes multimedia or visual elements ☐ Speak with clarity as appropriate to the audience and modality ☐ Use appropriate verbal and physical techniques (eye contact, volume, pace, body language) ☐ Demonstrate authenticity and craftsmanship in the final product ☐ Demonstrate deep knowledge of their organization and its connection to the lessons of internment

Resources:

LT9A:	LT9B:	LT9C:
Aligned lessons: L1, L2, L3, L4	**Aligned lessons:** L5, L12	**Aligned lessons:** L6, L7, L8, L9, L10-11
Formal Assessment: Evidence is collected from classroom activities and not reflected directly on a mid or end-unit assessment.	**Formal Assessment:** Module 4 mid-unit 3	**Formal Assessment:** Module 4 end-unit 3 Performance Task

Opportunities for Evidence Collection		
	Additional evidence was collected in Unit 1, LT7C	