



Engage. Challenge. Inspire.

8th Grade ELA

The purpose of the Year at a Glance document is to provide a quick overview of content and skills and the order in which a teacher presents them.

“The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the five strands. Following the mantra of “read about it, talk about it, write about it”—the committee approached reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards. Students should read high quality texts, discuss their interpretation and analysis, and write about their learning. When working with the writing and speaking and listening standards, students should engage in reading and research practices as well as focus on the craft and correctness of their language.” Tennessee English Language Arts Standards

Tennessee English Language Arts Standards

STANDARDS: This document provides a listing of ELA focus standards per quarter. Although standards are divided on this map, all ELA standards should be repeatedly and strategically used over the course of the year to strengthen reading and writing skills and deepen understanding of increasingly complex texts. Our Tennessee Academic Standards document states that “...planning for instruction needs to begin with a high-quality text and [that] planning decisions with the standards center on the selection(s).”

Classroom materials, plans, and instructional strategies should reflect the three ELA instructional shifts:

- Regular practice with complex text and its academic vocabulary
- Reading and writing grounded in evidence from literary and informational text
- Building knowledge through content-rich literary and informational text

WRITING: Although each quarter has a writing focus for explicit instruction, all three modes of writing should be practiced and reinforced over the course of the semester across ELA units as appropriate for unit texts and tasks.

QUARTER 1

**Unit One: Rites of Passage
1st Nine Weeks**



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Writing Focus		
<p>8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>		
TN State Standard	ACT Standard	Pacing/ Possible Texts
<p>8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p> <p>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence</p> <p>8.RI.KID.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.</p> <p>8.RL.KID.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.</p> <p>8.RI.CS.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, including analogies and allusions to other texts.</p> <p>8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<p>CLR 402 Draw logical conclusions in somewhat challenging passages.</p> <p>IDT 501 Infer a central idea or theme in somewhat challenging passages or their paragraphs.</p> <p>IDT 503 Summarize key supporting ideas and details in more challenging passages.</p>	<ul style="list-style-type: none"> ● Days 1-3: Class expectations/ technology expectations/routines/pretesting ● Days 4: Unit 1 Narrative Essay Cold Write ● Day 5: Unit 1 Introduction ● Day 6: Tentative Date for STAR testing ● Days 7 - 12: “The Medicine Bag” ● Days 13: “Apache Girl’s Rite of Passage” ● Day 14: Test over “The Medicine Bag” and “Apache Girl’s Rite of Passage” ● Days 15 - 19: “You are the Electric Boogaloo” ● Days 20 - 22: “Hanging Fire: Translating Grandfather’s House” ● Days 23 - 25: “The Setting Sun and Rolling World” ● Day 26: Childhood and Poetry ● Day 27: Unit 1 Test ● Days 29 - 31: Writing Personal Narratives ● Days 32: SAVVAS Skills Based Assessment ● Day 33: SAVVAS Skills Based Assessment Review ● Days 34 - 36: <i>I Know Why the Caged Bird Sings</i> ● Days 37 - 39: Quinceanera Birthday Bash Preserves Tradition (Unit Project) ● Days 40 - 41: Review Benchmark Essays



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<p>meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.</p> <p>8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>		<ul style="list-style-type: none"> ● Available to supplement: <ul style="list-style-type: none"> ○ <i>The House on Mango Street</i> by Sandra Cisneros (Novel Study) ○ <i>All Quiet on the Western Front</i> by Erich Maria Remarque ○ <i>The Rules of the Road</i> by Joan Bauer (Summer Reading Novel) ○ <i>The Winter Hibiscus</i> ○ <i>Cub Pilot on the Mississippi</i>
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WIDA STANDARDS

ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by identifying a theme or central idea that develops over the course of a text, analyzing how character attributes and actions develop in relation to events or dialogue, and evaluating impact of specific word choices about meaning and tone.

ELD-LA.6-8.Narrate.Expressive: Multilingual learners will construct language arts narratives that orient audience to context and point of view, develop and describe characters and their relationships, develop story, including themes with complication and resolution, time, and event sequences, and engage and adjust for audience.

Unit Two: The Holocaust
2nd Nine Weeks

Writing Focus

8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.

TN State Standard	ACT Standard	Pacing / Possible Texts
Priority Standards	<p><u>CLR 402</u> Draw logical conclusions in somewhat challenging passages. <u>IDT 501</u> Infer a central idea or theme in</p>	<ul style="list-style-type: none"> ● Day 1 -Unit 2 Introduction ● Day 2 - 4 - Supplemental Articles to introduce the Holocaust



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8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence

8.RI.KID.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.

8.RL.KID.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.

8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text

8.RL.KID.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.

8.RI.CS.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, including analogies and allusions to other texts.

8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

somewhat challenging passages or their paragraphs. IDT 503 Summarize key supporting ideas and details in more challenging passages. REL 502 Understand implied or subtly stated comparative relationships in somewhat challenging passages. REL 504 Understand implied or subtly stated cause-effect relationships in somewhat challenging passages. USG 503 Recognize and correct vague and ambiguous pronouns. PUN 401 Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated. PUN 404 Use commas to set off parenthetical elements.

- Day 5 - Informational Essay Pre-Test
- Days 6 - 12 The Diary of Anne Frank Act I
- Days 13 - 19 The Diary of Anne Frank Act II
- Days 20 - 23 Performance Task
- Day 24 Unit 2 Test
- Days 25 - 26 SAVVAS Skill Based Assessment and Review
- Days 27 - From Maus
- Days 28 - 30 Nobel Peace Prize Speech
- Days 31 - 33 - I'll Go Fetch Her
- Days 34 - 36 - Irena Sendler
- Day 37 - Tentative STAR Testing Date
- Days 38 - 40 Saving the Children/ Quiet Resistance (Unit Project)
- Days 41 - Benchmark Review
- Days 42 - 44 - SAVVAS Skills Based Assessment and Review

Unit Novel (Outside Reading) - Night



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8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.CS.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.

8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs

8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

WIDA STANDARDS:

ELA-LA.6-8.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central idea district from prior knowledge or opinions, analyzing how an author acknowledges and responds to conflicting evidence or view points, and evaluating relevance, sufficiency of evidence, and validity of reasoning that support claims.

ELA-LA.6-8. Argue. Expressive: Multilingual learners will construct language arts arguments that introduce and develop claims and acknowledge counterclaims, support claims with reasons with reasons and evidence that are clear, relevant, and credible, establish and maintain formal style, and logically organize claims with clear reasons and relevant evidence; offer a conclusion.



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QUARTER 2		
Unit Three: What Matters		
3rd Nine Weeks		
Writing Focus		
<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. D. Use credible sources and demonstrate an understanding of the topic or source material. E. Craft an effective and relevant conclusion that supports the argument presented. F. Use precise language and content-specific vocabulary. G. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. H. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.</p>		
TN State Standard	ACT Standard	Pacing/ Possible Texts
<p>8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p> <p>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence</p> <p>8.RI.KID.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.</p> <p>8.RL.KID.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.</p>	<p>IDT 401. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives</p> <p>IDT 402. Identify a clear central idea or theme in somewhat challenging passages or their paragraphs</p> <p>IDT 403. Summarize key supporting ideas and details in somewhat challenging passages</p> <p><u>USG 503</u> Recognize and correct vague and ambiguous pronouns.</p> <p><u>PUN 401</u> Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated.</p>	<ul style="list-style-type: none"> ● Day 1: Unit Introduction ● Day 2: Argumentative Essay Pre Test ● Day 3 - 5: “Barrington Irving, Pilot and Educator” ● Day 6 - 8: “Three Cheers for the Nanny State” ● Day 9 - 11: “Ban the Ban!” ● Day 12 - 16: Performance Task ● Day 17 - 19: “Words do Not Pay” ● Day 21 -22 : “Follow the Rabbit Proof Fence” ● Day 23 The Moth Presents: Aleeza Kazmi ● Day 24 - Unit 3 Test ● Day 25 - 26 The Unknown Citizen ● Day 27 - 28 SAVVAS Skills Based Review ● Day 29 - 31 Through My Eyes ● Day 32 - 34 Harriet Tubman ● Day 35 - 39 Argumentative Essay #2



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<p>8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text</p> <p>8.RL.KID.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.</p> <p>8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs.</p> <p>8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.</p>	<p><u>PUN 404</u> Use commas to set off parenthetical elements.</p>	<ul style="list-style-type: none"> ● Day 40 - 42 Unit 3 Project ● Day 43 - 45 Roll of Thunder Hear My Cry Excerpts and Test ● Day 46 - 47 Benchmark Essay Review ● Outside Novel Study: <i>Roll of Thunder Hear My Cry</i> ● Available to supplement: <ul style="list-style-type: none"> ○ <i>Does My Head Look Big in This?</i> by Randa Abdel-Fattah ○ <i>Farewell to Manzanar</i> by James D. Houston and Jeanne Houston
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WIDA STANDARDS:

ELA-LA.6-8.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central idea district from prior knowledge or opinions, analyzing how an author acknowledges and responds to conflicting evidence or view points, and evaluating relevance, sufficiency of evidence, and validity of reasoning that support claims.

ELA-LA.6-8. Argue. Expressive: Multilingual learners will construct language arts arguments that introduce and develop claims and acknowledge counterclaims, support claims with reasons with reasons and evidence that are clear, relevant, and credible, establish and maintain formal style, and logically organize claims with clear reasons and relevant evidence; offer a conclusion.

Unit Four:Human Intelligence



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4th Nine Weeks		
Writing Focus		
<p>8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.</p>		
TN State Standard	ACT Standard	Pacing / Possible Texts
<p>Priority Standards</p> <p>8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p> <p>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence</p> <p>8.RI.KID.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.</p> <p>8.RL.KID.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.</p> <p>8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text</p> <p>8.RI.CS.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</p>	<p><u>SST 301</u> Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered.</p> <p><u>SST 401</u> Recognize and correct marked disturbances in sentence structure.</p> <p><u>SST 602</u> Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole.</p> <p><u>USG 503</u> Recognize and correct vague and ambiguous pronouns</p> <p><u>PUN 401</u> Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated.</p> <p><u>PUN 404</u> Use commas to set off parenthetical elements.</p> <p><u>PPV 501</u> Infer a purpose in somewhat challenging passages and how that purpose shapes content and style</p>	<ul style="list-style-type: none"> ● Day 1: Unit Introduction ● Day 2-7: Flowers For Algernon ● Day 8 - 9: Practice TN Ready Test and Review ● Day 10 - 11: TN Ready Poetry Review and Stations ● Day 12 - 14: TN Ready Writing Review ● <i>Ender's Game (End of Year after TNReady)</i> <p>Available to supplement:</p> <ul style="list-style-type: none"> ● <i>Blue Nines and Red Words</i> ● <i>"Retort" and from "The People. Yes"</i> ● <i>Is Personal Intelligence Important?</i> ● <i>Why is Emotional Intelligence Important for Teens</i> ● <i>The More You Know, the Smarter You Are?</i> ● <i>The Future Mind</i> ● <i>A Mango - Shaped Space by Wendy Mass</i> ● <i>Queen's Own Fool by Jane Yolen and Robert J. Harris</i>



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word choice on meaning and tone, including analogies and allusions to other texts.

8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs.

unit **8.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

WME 402 Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings.



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WIDA STANDARDS		
<p>ELA-LA.6-8.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing main ideas and their relationship to supporting ideas, analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors, and evaluating the impact of author’s key word choices over the course of a text.</p> <p>ELA-LA.6-8.Inform. Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish objective or neutral stance, add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors, and develop coherence and cohesion throughout text.</p>		
Unit Five:Invention Supplemental Unit		
Writing Focus		
<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. D. Use credible sources and demonstrate an understanding of the topic or source material. E. Craft an effective and relevant conclusion that supports the argument presented. F. Use precise language and content-specific vocabulary. G. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. H. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.</p>		
TN State Standard	ACT Standard	Pacing / Possible Texts
<p>Priority Standards</p> <p>8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p> <p>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence</p> <p>8.RI.KID.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.</p> <p>8.RL.KID.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.</p>	<p><u>PPV 501</u> Infer a purpose in somewhat challenging passages and how that purpose shapes content and style</p> <p><u>WME 402</u> Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings.</p> <p><u>SST 301</u> Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered.</p> <p><u>SST 401</u> Recognize and correct marked disturbances in sentence structure.</p>	<ul style="list-style-type: none"> ● Unit Introduction 1 Day ● Uncle Marcos 4 Days ● To Fly 4 Days ● Performance Task 2 Days ● Nicola Tesla The Greatest Inventor of All 3 Days ● From The Invention of Everything Else 2 Days ● 25 Years Later, the Hubble Sees Beyond its Troubled Start 2 Days <p>Available to Supplement</p> <ul style="list-style-type: none"> ● <i>The Time Machine</i> by H.G. Wells ● <i>20,000 Leagues Under the Sea</i> by Jules Verne ● <i>Boy: Tales of Childhood</i> by Roald Dahl



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8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text

8.RI.CS.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, including analogies and allusions to other texts.

8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

8.RI.CS.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.

8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.

8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs.

SST 602 Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole.

USG 503 Recognize and correct vague and ambiguous pronouns

PUN 401 Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated.

PUN 404 Use commas to set off parenthetical elements.



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8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

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WIDA STANDARDS

ELA-LA.6-8.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central idea district from prior knowledge or opinions, analyzing how an author acknowledges and responds to conflicting evidence or view points, and evaluating relevance, sufficiency of evidence, and validity of reasoning that support claims.

ELA-LA.6-8. Argue. Expressive: Multilingual learners will construct language arts arguments that introduce and develop claims and acknowledge counterclaims, support claims with reasons with reasons and evidence that are clear, relevant, and credible, establish and maintain formal style, and logically organize claims with clear reasons and relevant evidence; offer a conclusion.