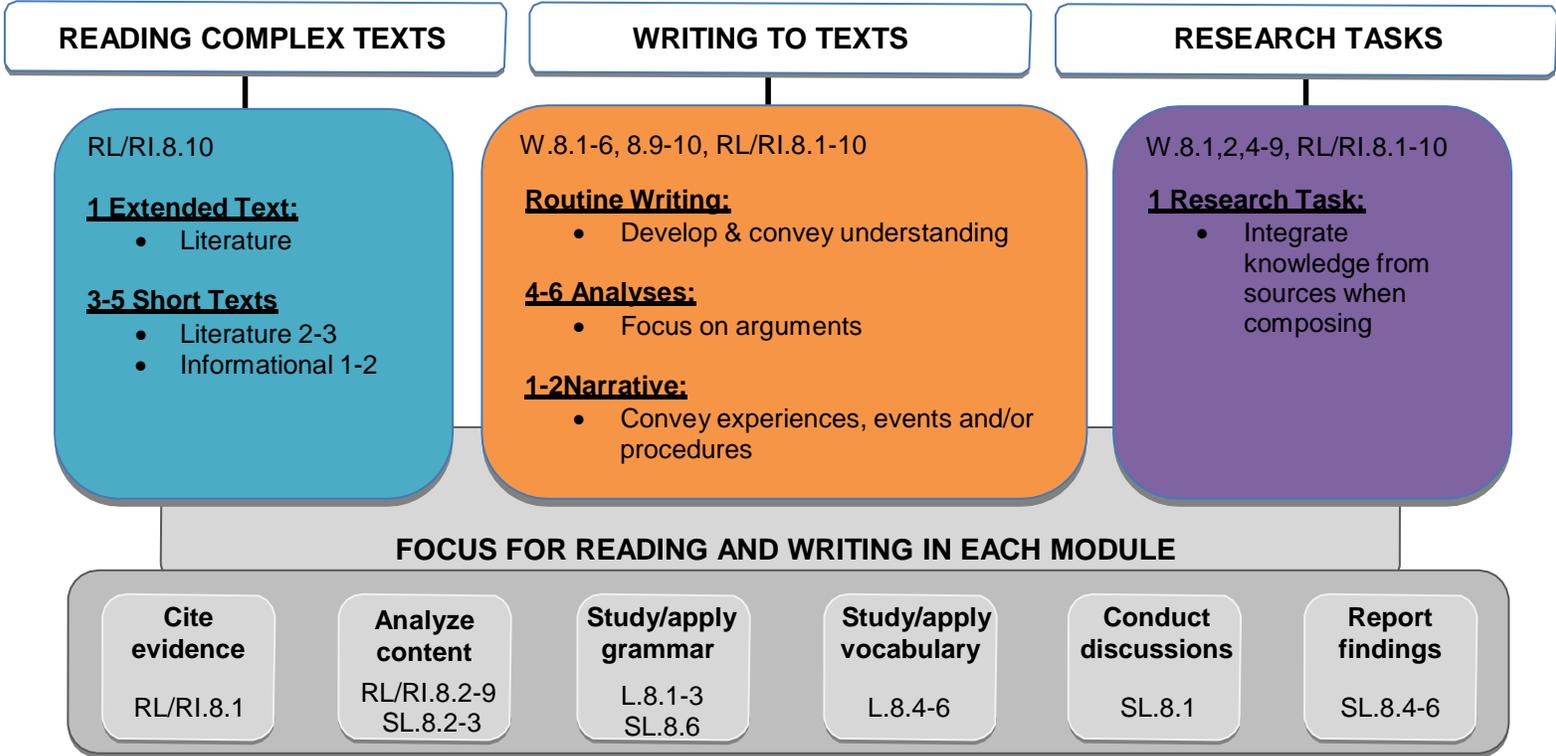


**Campbell County Schools**  
**8<sup>th</sup> Grade ELA**  
**1<sup>st</sup> Nine Weeks at-a-Glance**



\*Reading Complex Texts, Writing to Texts and Research Tasks are interrelated. It is suggested that each of these sections not be taught in isolation, but rather connected by text, theme, topic, etc.

Suggested Grade-Appropriate Complex Texts	
Extended	Short
<p><i>Literature:</i></p> <ul style="list-style-type: none"> <li>Professional Choice: chosen from required Reading List or Grade level Common Core Exemplars of Reading (Appendix B)</li> </ul>	<p><i>Literature:</i></p> <ul style="list-style-type: none"> <li><i>Raymond's Run</i></li> <li><i>The Ransom of Red Chief</i></li> <li><i>The Treasure of Lemon Brown</i></li> <li><i>The Monkey's Paw</i></li> </ul> <p><i>Informational:</i></p> <ul style="list-style-type: none"> <li><a href="#">Hydrocephalus Article</a> *pair with <i>Raymond's Run</i></li> <li><i>Timeline: Evolution of the Blues</i> *pair with <i>The Treasure of Lemon Brown</i></li> <li><i>Basic Blues: An American Art Form</i> *pair with <i>The Treasure of Lemon Brown</i></li> </ul>
Writing to Texts	
<p>The balance of student writing at this level is <b>70 percent analytical</b> (35 percent argument and 35 percent to explain/inform) and <b>30 percent narrative</b>, with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.</p> <p align="center"><a href="#">Click here for a deeper explanation of routine, analytical and narrative writing.</a></p> <p><b>Writing Workshop</b></p> <ul style="list-style-type: none"> <li>Reading Selections</li> </ul>	

From the text – *The Treasure of Lemon Brown*

From the text – *Timeline: Evolution of the Blues*

- Narrative – Write a narrative from the point of view of one of the artists listed in the timeline or another famous blues artist.
- Argument – Write a persuasion piece indicating which artist should be credited with being the founder of the blues genre.

- Reading Selections

From the text – *Raymond's Run*

- Narrative – Imagine you are a newspaper writer covering the May Day events at the park. Write a two to three paragraph article that will appear in the next day's paper. Be sure to tell where and when the events took place, who participated, and what happened.
- Argument – Does Squeaky handle the situation with Raymond in a manner that you find respectable and considerate? Explain.

- Reading Selections

From the text – *Flowers for Algernon* \*\*

- Narrative – Write a narrative from the point of view of Dr. Nemur detailing his perspective on the events in the story.
- Argument – From the text – “When is it better not to know?” Answer discussion question – “If it were possible, would you want to see what the future for you in ten years, even if you could not change it?”

- *New 2013-14 TN Writing Rubrics:*

- [Informational/Explanatory](#)
- [Opinion/Argument](#)

## Research

This module includes the opportunity for students to compose **one extended research task that uses research to address a significant topic, problem, or issue**. This task should entail integrating knowledge from several additional literary or informational texts in various media or formats on a particular topic or question *drawn from one or more texts from the module*.

**Students are expected at this stage to:**

perform research that assesses the accuracy of sources and acknowledges the conclusions of others without plagiarizing.

**Students can present their findings:**

in a variety of modes in both informal and more formal argumentative or explanatory contexts, either in writing or orally.

***(Research aligned with the standards could take one to two weeks of instruction.)***

***Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.***

\*W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## RL – Reading Literature

- [RL.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- [RL.8.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- [RL.8.4](#) 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 analogies or allusions to other texts.
- [RL.8.5](#) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- [RL.8.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- [RL.8.7](#) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

## RI – Reading Informational Text

- [RI.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [RI.8.3](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- [RI.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [RI.8.6](#) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- [RI.8.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- [RI.8.9](#) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## W - Writing

- [W.8.1](#) Write arguments to support claims with clear reasons and relevant evidence
  - W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - W.8.1d Establish and maintain a formal style.
  - W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
- [W.8.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- [W.8.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - W.8.3a 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.
- [W.8.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [W.8.5](#) With some guidance and support from peers and adults, develop and strengthen writing as

needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 [here](#).)

- [W.8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- [W.8.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - W.8.9a Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
  - W.8.9b Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- [W.8.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SL – Speaking & Listening

- [SL.8.3](#) Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- [SL.8.4](#) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- [SL.8.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](#) for specific expectations.)

## L - Language

- [L.8.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- [L.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [L.8.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.8.4](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
  - L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
  - L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- [L.8.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
  - L.8.5b Use the relationship between particular words to better understand each of the words.
- [L.8.6](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.