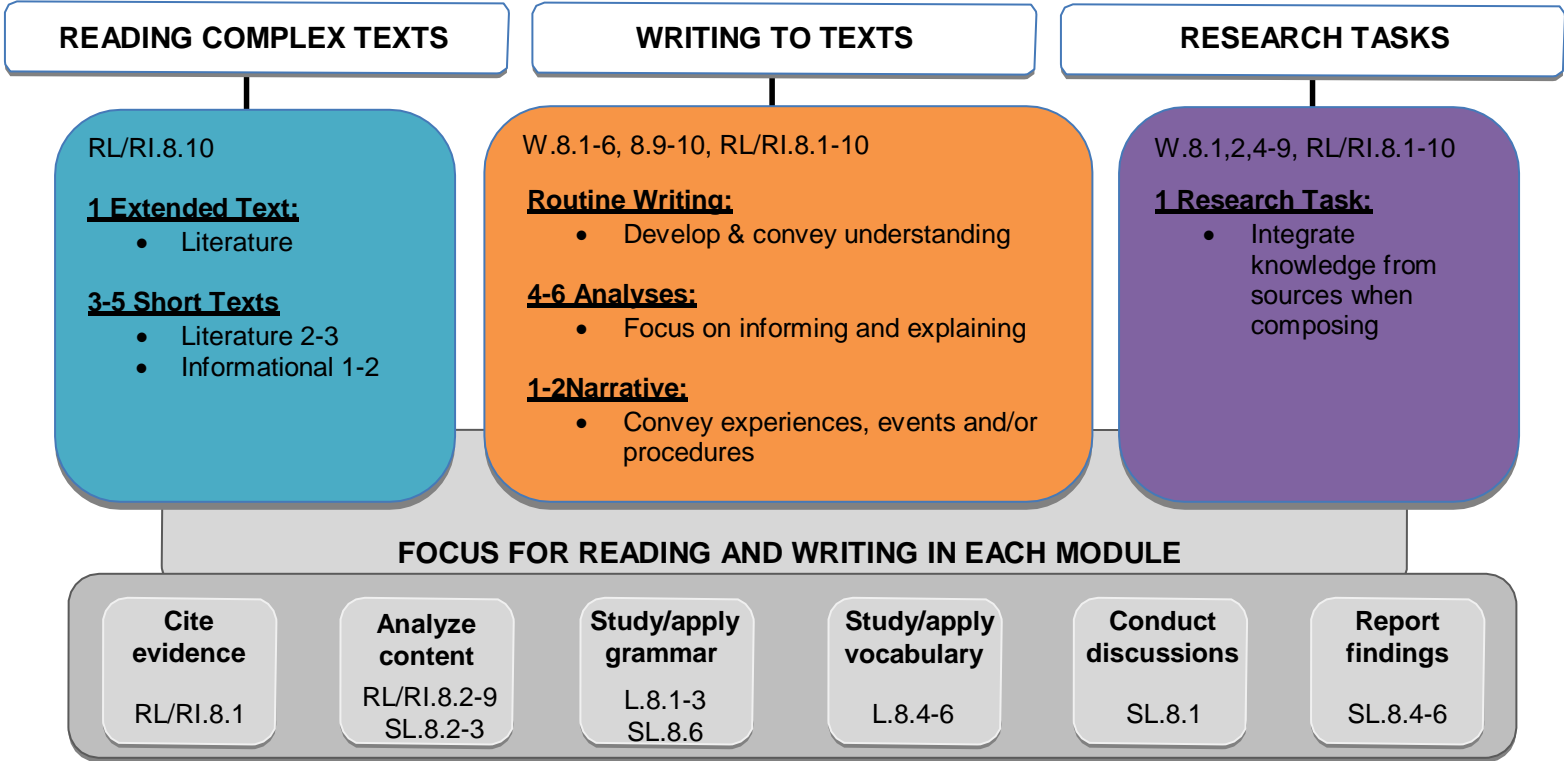


Campbell County Schools
8th Grade ELA
3rd Nine Weeks at-a-Glance



*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
<i>Literature:</i> <ul style="list-style-type: none"> <i>The Diary of Anne Frank</i> 	<i>Literature:</i> <ul style="list-style-type: none"> <i>The Snapping Turtle</i> <i>The Old Grandfather and His Little Grandson</i> <i>The Wise Old Woman</i> Native American legend <i>Informational:</i> <ul style="list-style-type: none"> What Mitosis Has To Do With Families from ReadWorks.org How has SCIENCE changed our lives?
Writing to Texts	
<p>The balance of student writing at this level is 70 percent analytical (35 percent argument and 35 percent to explain/inform) and 30 percent narrative, with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction. Click here for a deeper explanation of routine, analytical and narrative writing.</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> Reading Selections <ul style="list-style-type: none"> From the text – <i>From Harriet Tubman: Conductor on the Underground Railroad</i> From the text – <i>What do the Slave is the 4th of July?</i> 	

Extended text – *Roll of Thunder, Hear My Cry*

- Informative/Explanatory – Compare and Contrast what each of the characters in the above texts want? What is their motivation?
- Reading Selections
 - From the text – *Pandora’s Box*
 - From the text – *Loo-Wit, the Fire-Keeper*
- Informative/Explanatory – When you want what you don’t have, what problems might cause? What, if any, benefits might result?
- Informative/Explanatory – The phrase “Pandora’s Box” is widely used in the English language to describe an action that can have many negative consequences. Research why the atomic bomb developed by the United States has been called a “Pandora’s Box,” and explain the connection to the myth.
- Providing Evidence to Support a Conclusion Essay from the NAEP Online Question Tool:
<http://nces.ed.gov/nationsreportcard/itmrlsx/detail.aspx?subject=reading>
- *New 2013-2014 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.

Technology Expectations – Course Duration

The following standards explain Common Core expectations for the use of technology in the research, production, and distribution of content.

- [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.8.7](#) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- [W.8.2a](#) 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.
- [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.8.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively;

assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- [SL.8.2](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally, and evaluate the motives) (e.g. social, commercial, political) behind its presentation.
- [SL.8.5](#) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- [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.

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.8.9](#) 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.
- [RL.8.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

W - Writing

- [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.8.2a](#) 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.
 - [W.8.2b](#) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - [W.8.2c](#) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - [W.8.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - [W.8.2e](#) Establish and maintain a formal style.
 - [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.8.3b](#) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - [W.8.3c](#) 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.

- [W.8.3d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- [W.8.3e](#) Provide a conclusion that follows from and reflects on the narrated experiences or events.
- [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.8.7](#) 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.
- [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.8.4](#) 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.8.5](#) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- [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.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - [L.8.2c](#) Spell correctly.
- [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.

- o [L.8.5b](#) Use the relationship between particular words to better understand each of the words.