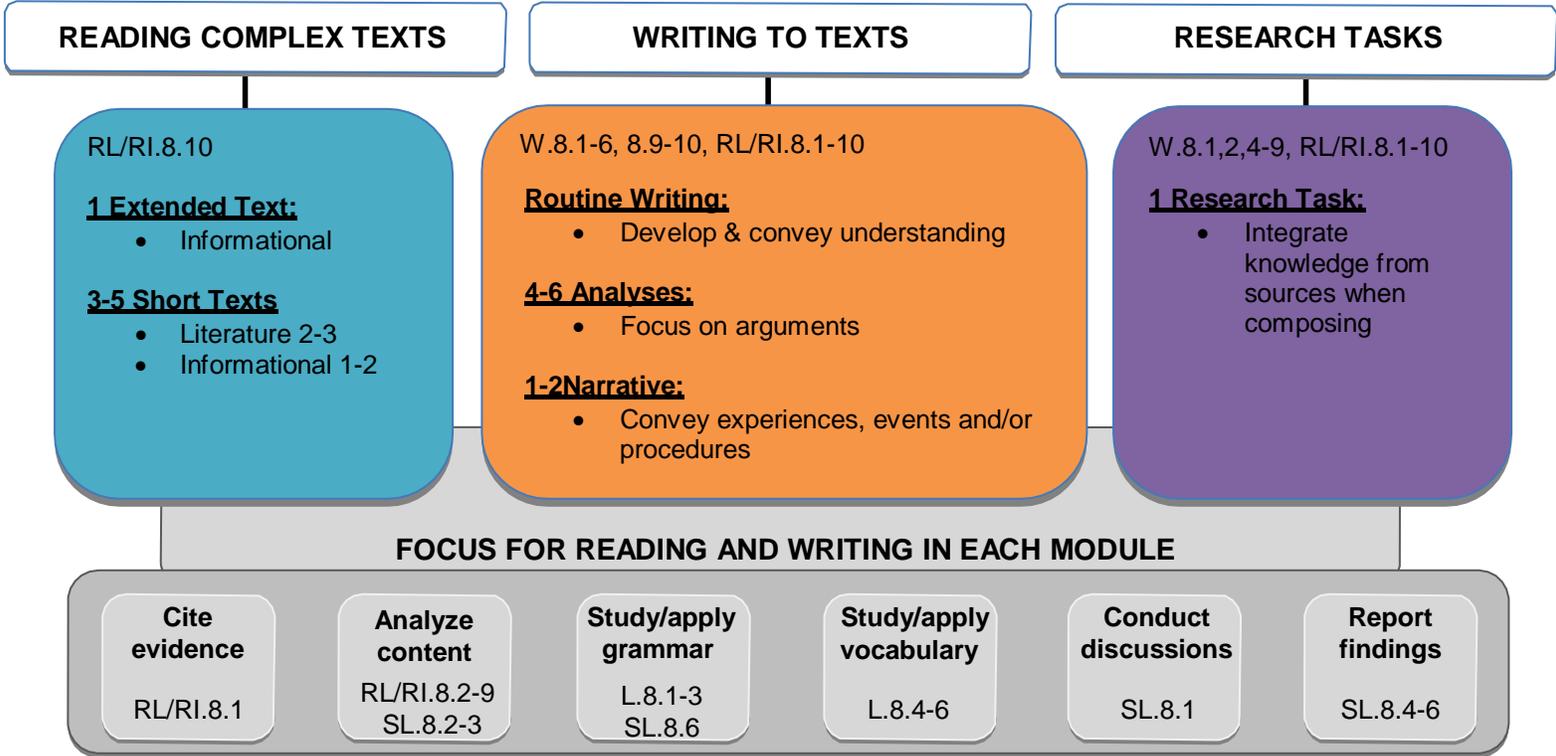


Campbell County Schools
8th Grade ELA
4th Nine Weeks at-a-Glance



*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"> • Professional Choice: chosen from required Reading List or Grade level Common Core Exemplars of Reading (Appendix B) 	<i>Literature:</i> <ul style="list-style-type: none"> • <i>Hallucination</i> • <i>The Lady or the Tiger?</i> • <i>O' Captain! My Captain!</i> <i>Informational:</i> <ul style="list-style-type: none"> • <i>The Spider Man Behind Spider-Man</i>
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 Selection <ul style="list-style-type: none"> – <i>The Lady or the Tiger?</i> ○ Argument – From the text: Draw Conclusions “Based on what you know about the princess, which door do you think she decides on? Use details from the selection to support your response.” 	

- *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.

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.8.2](#) 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 of 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.8.5](#) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- [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.8.7](#) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- [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.8.2a](#) 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.8.4](#) 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.8.8](#) 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.
- [W.8.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - [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.8.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 - [SL.8.1a](#) 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.
 - [SL.8.1c](#) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- [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.8.5](#) 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.8.1a](#) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- [L.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - [L.8.2b](#) Use an ellipsis to indicate an omission.
- [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.8.4a](#) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- o **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*).
- o **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.
- o **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).