

E = Endurance, (used over time) **L** = Leverage (help in other areas of the curriculum) **R** = Readiness (need for next unit/course) **A** = Assessment Connected (on state test)

Essential Standards – Course/Grade Level: Literacy 8th

Identify the essential standards for each course at least for one month in advance

Essential Standards - Written Out	Date to be taught	E	L	R	A
<p>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.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>First 2 weeks of school, Last 2 weeks of September</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>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.</p>	<p>Last week of every nine weeks (book presentations)</p>				
<p>RI-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</p>	<p>Sept-Elements of a story</p> <p>October-Compare/Contrast</p> <p>Weekly within current text reading</p> <p>May-Supporting literary claims</p>				
<p>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.</p>	<p>Last 2 weeks of March-Central idea/objective summary</p>				

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<p>RI-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.</p>	<p>Last week of December- first 2 weeks of January (Figurative Language)</p> <p>Daily-morpheme lessons</p>				
<p>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.</p>	<p>Last 2 weeks of September</p>				
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Feb-March</p> <p>May-Supporting literary claims</p>				
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 8.</p>	<p>2-3 weeks of October-Sentence structure</p> <p>November-Verbals</p> <p>March- Verb Voice/ Mood</p>				
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.</p> <p>A. Use punctuation</p> <p>B. Use ellipsis to indicate an omission</p> <p>C. Spell correctly</p>	<p>First week of February-Appositives</p> <p>March-Dialogue punctuation</p> <p>April-Punctuation</p>				
<p>L.8.3 Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.</p> <p>A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects</p>	<p>March- Verb voice/ mood</p>				

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