

Dynamic Pacing Guide

Eighth Grade ELA

MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
First Nine Weeks		
<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</p> <p>b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)</p> <p>d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</p> <p>e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author's intent. (DOK 3)</p> <p>f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. 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.</p> <p>d. 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).</p>	<ul style="list-style-type: none"> ✓ L.8.4.a.1 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. ✓ L.8.4.b.1 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. ✓ L.8.4.c.1 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.8.4.d.1 Determine if the inferred meaning and precise meaning of a word(s) coincide of a word(s) coincide.

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	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	✓ L.8.5.b.1 Use the relationship between particular words to better understand each of the words. + L.8.5.a.1 Identify and explain figures of speech (e.g. verbal irony, puns) in context. ➤ L.8.5.c.1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
	L.8.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrase; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	+ L.8.6.1 Use grade appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases. + L.8.6.2 Use vocabulary knowledge when considering a word or phrase important to comprehension or expression.
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.	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.8.9.1 Identify the theme of a modern work of fiction and a myth/traditional/religious work (such as the Bible). + RL.8.9.2 Summarize the plot of a modern work of fiction and a myth/traditional/religious work. ➤ RL.8.9.3 Describe a character through direct/indirect characterization in each type of work. ➤ RL.8.9.4 Analyze how a modern work draws themes, plot, and character types from a myth, traditional, or religious work.
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts . (DOK 2) 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.		

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<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p>	<p>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>	<ul style="list-style-type: none"> + RL.8.1.1 Identify the main idea and supporting details in a variety of texts. + RL.8.1.3 Infer by reasoning. + RL.8.1.4 In group discussion, prove my inference by stating the line in the text that supports my findings. + RL.8.1.2 Determine the difference between inferred and explicit text. ➤ RL.8.1.5 Judge importance of details. ➤ RL.8.1.6 Evaluate the meaning of a selected passage.
	<p>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.</p>	<ul style="list-style-type: none"> ✓ RL.8.5.1 Identify the structure of the text. + RL.8.5.2 Compare and contrast the structure of two or more texts. + RL.8.5.3 Determine the style and main idea of the text. ➤ RL.8.5.4 Analyze how the structure of the text helps to develop the meaning and further explain the style.
	<p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<ul style="list-style-type: none"> ✓ RI.8.3.1 Identify a specific relationship between people, events, ideas, or concepts in informational text. + RI.8.3.2 Evaluate the relationship between people, events, ideas, or concepts in informational text (through comparison, analogies, or categories).
	<p>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.</p>	<ul style="list-style-type: none"> ✓ RI.8.5.1 Identify the text structure of a specific paragraph. ✓ RI.8.5.2 Describe in detail the structure of the paragraph. + RI.8.5.3 Explain how particular sentences aid in developing and refining a key concept.
<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p> <p>4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p>	<p>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.</p>	<ul style="list-style-type: none"> + RL.8.9.1 Identify the theme of a modern work of fiction and a myth/traditional/religious work (such as the Bible). + RL.8.9.2 Summarize the plot of a modern work of fiction and a myth/traditional/religious work. ➤ RL.8.9.3 Describe a character through direct/indirect characterization in each type of work. ➤ RL.8.9.4 Analyze how a modern work draws themes, plot, and character types from a myth, traditional, or religious work.

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<p>2b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>1) Infer the implied main idea from one or more related texts.</p> <p>2) Justify inferences about main idea by providing supporting details.</p>	<p>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.</p>	<ul style="list-style-type: none"> ✓ RL.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss, in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. + RL.8.2.4 Identify the problem in the story. + RL.8.2.5 Describe how characters relate to the problem. + RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. + RL.8.2.9 Objectively summarize the text.
	<p>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.</p>	<ul style="list-style-type: none"> ✓ RI.8.1.1 Identify main idea and supporting details in a variety of texts. ✓ RI.8.1.2 Determine the difference between inferred and explicit texts. + RI.8.1.4 In group discussion, prove my inference by stating the line in the text that supports my findings. + RI.8.1.3 Infer by reasoning. + RI.8.1.5 Evaluate the meaning of a selected passage.
	<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>	<ul style="list-style-type: none"> ✓ RI.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. + RI.8.2.3 Objectively summarize the text.
	<p>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.</p>	<ul style="list-style-type: none"> + RI.8.8.1 Identify the argument and/or specific claims in a text. + RI.8.8.2 Identify and assess the evidence to determine relevance. ➤ RI.8.8.3 Identify irrelevant evidence. ➤ RI.8.8.4 Judge whether the reasoning is sound or not by citing evidence from the text.
<p>2b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>	<p>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.</p>	<ul style="list-style-type: none"> + RI.8.8.1 Identify the argument and/or specific claims in a text. + RI.8.8.2 Identify and assess the evidence to determine relevance. ➤ RI.8.8.3 Identify irrelevant evidence. ➤ RI.8.8.4 Judge whether the reasoning is sound or not by citing evidence from the text.

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2c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	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.	✓ RL.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.8.10.2 Read and comprehend literature with increasing text complexity and proficiency. + RL.8.10.3 Read close to the high end of the Lexile range 925-1185.
	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.	✓ RI.8.9.1 Identify the topic of each text. ✓ RI.8.9.2 Identify facts or interpretations from each text. + RI.8.9.3 Identify where the texts disagree on facts or interpretations. + RI.8.9.4 Contrast two texts with conflicting information on the same topic considering facts or interpretations.
	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	✓ RI.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.8.10.2 Read and comprehend literary nonfiction with increasing text complexity and proficiency. + RI.8.10.3 Read close to the high end of the Lexile range 925-1185.
2d. The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) 4) Author's purpose (e.g., inform, entertain, persuade)	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.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss, in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. ✓ RL.8.2.4 Identify the problem in the story. ✓ RL.8.2.5 Describe how characters relate to the problem. ✓ RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. + RL.8.2.9 Objectively summarize 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.8.3.1 Determine key incidents in the plot within a story or drama. + RL.8.3.2 Determine how the dialogue and actions of the characters help to propel the action in the story. + RL.8.3.3 Characterize each character in the story by referencing their dialogue and actions. + RL.8.3.4 Explain through citing evidence from the text why a character makes a certain decision.

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	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.8.4.1 Determine the meaning of words and phrases by using context clues. + RL.8.4.2 Determine how the author's word choices develop the tone of the text. + RL.8.4.3 Determine how the author's word choices develop the meaning of the text. + RL.8.4.4 Identify figurative language and explain the author's reasoning for using it. + RL.8.4.5 Recognize analogies throughout the text. + RL.8.4.6 Recognize allusions throughout the text. ➤ RL.8.4.7 Identify connotative language and explain the author's reasoning for using each. ➤ RL.8.4.8 Evaluate how the author's word choices relate to other texts.
	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.8.6.1 Identify the point of view of each character and audience/reader. + RL.8.6.2 Compare and contrast each point of view to determine the effect on the audience/reader. + RL.8.6.3 Define the types of irony (situational, dramatic, and verbal). ➤ RL.8.6.4 Justify how these types of irony create such effects as suspense or humor.
	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.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. + RI.8.2.3 Objectively summarize the text.
	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.8.6.1 Identify the author's point of view or purpose. + RI.8.6.2 Identify the conflicting viewpoints or evidence. ➤ RI.8.6.3 Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints.
2e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3) 1) Evaluate the author's use of and distinguish between fact and opinion.	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.8.2.1 Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally). ➤ SL.8.2.2 Evaluate the motives behind the presentation (social, commercial, political).

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	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.8.3.1 Identify the argument and/or specific claims in a text. + SL.8.3.2 Identify and assess the evidence to determine relevance. ➤ SL.8.3.3 Identify irrelevant evidence. ➤ SL.8.3.4 Judge whether the reasoning is sound or not by citing evidence from the text.
3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) 1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) Drafting • Draft with increasing fluency. 3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric. 4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.	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.8.4.1 Create writing pieces appropriate to a specific task, specific purpose, and specific audience.
	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.	+ W.8.5.1 Utilize the writing process to develop and strengthen writing. + W.8.5.2 Utilize revising strategies to maintain consistent purpose and audience.

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	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.	+ W.8.10.1 Write for a wide range of discipline-specific tasks, purposes, and audiences. + W.8.10.2 Write for shorter time frames (a single sitting or a day or two). ➤ W.8.10.3 Write over extended time frames (time for research, reflection, and revision).
3b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)	W.8.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	+ W.8.1.a.1 Compose a topic sentence to introduce my position about a particular claim. + W.8.1.a.2 Organize the reasons and evidence logically. + W.8.1.b.1 Support claim(s) with logical reasoning and relevant evidence. + W.8.1.e.1 Provide a concluding statement or section that follows from and supports the argument presented. ➤ W.8.1.b.2 Demonstrate an understanding of the topic or text using accurate or credible sources. ➤ W.8.1.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ➤ W.8.1.d.1 Establish and maintain a formal (authoritative) style. ➤ W.8.1.a.3 Compare and contrast the claim from alternate or opposing claims.
	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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.

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	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. 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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ✓ W.8.3.a.1 Compose an introduction that will establish a setting, point of view, and characters. ✓ W.8.3.a.2 Develop the plot in a natural and logical sequence. + W.8.3.b.1 Utilize narrative techniques to develop the story. + W.8.3.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among experiences and events. + W.8.3.e.1 Provide a conclusion that follows from and reflects on the narrated experiences or events. ➤ W.8.3.d.1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<p>3c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</p> <p>1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives</p>	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. 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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ✓ W.8.3.a.1 Compose an introduction that will establish a setting, point of view, and characters. ✓ W.8.3.a.2 Develop the plot in a natural and logical sequence. + W.8.3.b.1 Utilize narrative techniques to develop the story. + W.8.3.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among experiences and events. + W.8.3.e.1 Provide a conclusion that follows from and reflects on the narrated experiences or events. ➤ W.8.3.d.1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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	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.	<ul style="list-style-type: none"> ➤ SL.8.2.1 Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally). ➤ SL.8.2.2 Evaluate the motives behind the presentation (social, commercial, political).
3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural: cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) 1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays	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.	<ul style="list-style-type: none"> ✓ RL.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. ✓ RL.8.2.4 Identify the problem in the story. ✓ RL.8.2.5 Describe how characters relate to the problem. ✓ RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. ➤ RL.8.2.9 Objectively summarize 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.	<ul style="list-style-type: none"> ✓ RI.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	<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>	<ul style="list-style-type: none"> ✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>4a. The student will apply Standard English grammar in composing or editing. (DOK 1)</p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)</p> <p>2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs)</p> <p>3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])</p> <p>4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>10) Use adverbs correctly (avoiding double negatives; comparative forms)</p>	<p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>+ SL.8.6.1 Identify opportunities to utilize formal English.</p> <p>+ SL.8.6.2 Change the way I speak to fit different situations and tasks.</p>
	<p>L.8.3. Use knowledge of language and its conventions 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 (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>➤ L.8.3.a.1 Use verbs in the active and passive voice to achieve particular effects.</p> <p>➤ L.8.3.a.2 Use verbs in the conditional and subjunctive mood to achieve particular effects. (See standard for specific examples)</p>

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in salutations and closings of friendly letters and business letters, proper adjectives)</p>	<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>+ L.8.2.a.1 Use a comma to indicate a pause or break.</p> <p>+ L.8.2.c.1 Spell correctly.</p> <p>➤ L.8.2.a.2 Use an ellipsis to indicate a pause or break.</p> <p>➤ L.8.2.a.3 Use a dash to indicate a pause or break.</p> <p>➤ L.8.2.b.1 Use an ellipsis to indicate an omission.</p>
<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>10) Spell words commonly found in eighth grade level text.</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>+ L.8.2.a.1 Use a comma to indicate a pause or break.</p> <p>✓ L.8.2.c.1 Spell correctly.</p> <p>➤ L.8.2.a.2 Use an ellipsis to indicate a pause or break.</p> <p>➤ L.8.2.a.3 Use a dash to indicate a pause or break.</p> <p>➤ L.8.2.b.1 Use an ellipsis to indicate an omission.</p>
<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>11) Produce legible text.</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>+ L.8.2.a.1 Use a comma to indicate a pause or break.</p> <p>+ L.8.2.c.1 Spell correctly.</p> <p>➤ L.8.2.a.2 Use an ellipsis to indicate a pause or break.</p> <p>➤ L.8.2.a.3 Use a dash to indicate a pause or break.</p> <p>➤ L.8.2.b.1 Use an ellipsis to indicate an omission.</p>

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MS Objective	CCSS Standard	I Can Statements
Second Nine Weeks		
<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</p> <p>b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)</p> <p>d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</p> <p>e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author's intent. (DOK 3)</p> <p>f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. 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.</p> <p>d. 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).</p>	<p>✓ Included in MS Framework</p> <p>+ Included in Phase 1 infusion</p> <p>➤ Included in Phase 2 infusion</p> <ul style="list-style-type: none"> ✓ L.8.4.a.1 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. ✓ L.8.4.b.2 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. ✓ L.8.4.c.3 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.8.4.d.4 Determine if the inferred meaning and precise meaning of a word(s) coincide.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	<ul style="list-style-type: none"> ✓ L.8.5.b.1 Use the relationship between particular words to better understand each of the words. + L.8.5.a.1 Identify and explain figures of speech (e.g. verbal irony, puns) in context. ➤ L.8.5.c.1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
	L.8.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrase; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> + L.8.6.1 Use grade appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases. + L.8.6.2 Use vocabulary knowledge when considering a word or phrase important to comprehension or expression.
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts . (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.		
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts . (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	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.	<ul style="list-style-type: none"> ✓ RL.8.5.1 Identify the structure of the text. + RL.8.5.2 Compare and contrast the structure of two or more texts. + RL.8.5.3 Determine the style and main idea of the text. ➤ RL.8.5.4 Analyze how the structure of the text helps to develop the meaning and further explain the style.

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MS Objective	CCSS Standard	I Can Statements
	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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.	<ul style="list-style-type: none"> ✓ RI.8.3.1 Identify a specific relationship between people, events, ideas, or concepts in informational text. + RI.8.3.2 Evaluate the relationship between people, events, ideas, or concepts in informational text (through comparison, analogies, or categories). ✓ RI.8.5.1 Identify the text structure of a specific paragraph. ✓ RI.8.5.2 Describe in detail the structure of the paragraph. + RI.8.5.3 Explain how particular sentences aid in developing and refining a key concept.
<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</p> <p>4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p>	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.	<ul style="list-style-type: none"> + RL.8.9.1 Identify the theme of a modern work of fiction and a myth/traditional/religious work (such as the Bible). + RL.8.9.2 Summarize the plot of a modern work of fiction and a myth/traditional/religious work. ➤ RL.8.9.3 Describe a character through direct/indirect characterization in each type of work. ➤ RL.8.9.4 Analyze how a modern work draws themes, plot, and character types from a myth, traditional, or religious work.
<p>2b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>1) Infer the implied main idea from one or more related texts.</p> <p>2) Justify inferences about main idea by providing supporting details.</p> <p>3) Evaluate author's use of sequence for its effect on the text.</p> <p>4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.</p> <p>5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.</p> <p>6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.</p>	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.	<ul style="list-style-type: none"> ✓ RL.8.1.1 Identify the main idea and supporting details in a variety of texts. ✓ RL.8.1.3 Infer by reasoning. ✓ RL.8.1.4 In group discussion, prove my inference by stating the line in the text that supports my findings. ✓ RL.8.1.2 Determine the difference between inferred and explicit text. + RL.8.1.5 Judge importance of details. + RL.8.1.6 Evaluate the meaning of a selected passage.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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.	<ul style="list-style-type: none"> ✓ RL.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss, in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. + RL.8.2.4 Identify the problem in the story. + RL.8.2.5 Describe how characters relate to the problem. + RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. + RL.8.2 Objectively summarize the 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.	<ul style="list-style-type: none"> ✓ RI.8.1.1 Identify main idea and supporting details in a variety of texts. ✓ RI.8.1.2 Determine the difference between inferred and explicit texts. + RI.8.1.4 In group discussion, prove my inference by stating the line in the text that supports my findings. + RI.8.1.3 Infer by reasoning. + RI.8.1.5 Evaluate the meaning of a selected passage.
	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.	<ul style="list-style-type: none"> ✓ RI.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.
	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.	<ul style="list-style-type: none"> + RI.8.8.1 Identify the argument and/or specific claims in a text. + RI.8.8.2 Identify and assess the evidence to determine relevance. ➤ RI.8.8.3 Identify irrelevant evidence. ➤ RI.8.8.4 Judge whether the reasoning is sound or not by citing evidence from the text.
<p>2b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</p> <p>7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>	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.	<ul style="list-style-type: none"> + RI.8.8.1 Identify the argument and/or specific claims in a text. + RI.8.8.2 Identify and assess the evidence to determine relevance. + RI.8.8.3 Identify irrelevant evidence. ➤ RI.8.8.4 Judge whether the reasoning is sound or not by citing evidence from the text.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
2c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	RI.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.	<ul style="list-style-type: none"> ✓ RI.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.8.10.2 Read and comprehend literature with increasing text complexity and proficiency. + RI.8.10.3 Read close to the high end of the Lexile range 925-1185.
	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.	<ul style="list-style-type: none"> ✓ RI.8.9.1 Identify the topic of each text. ✓ RI.8.9.2 Identify facts or interpretations from each text. + RI.8.9.3 Identify where the texts disagree on facts or interpretations. ➤ RI.8.9.4 Contrast two texts with conflicting information on the same topic considering facts or interpretations.
	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	<ul style="list-style-type: none"> ✓ RI.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.8.10.2 Read and comprehend literary nonfiction with increasing text complexity and proficiency. + RI.8.10.3 Read close to the high end of the Lexile range 925-1185.
2d. The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) 4) Author's purpose (e.g., inform, entertain, persuade)	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.	<ul style="list-style-type: none"> ✓ RL.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss, in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. ✓ RL.8.2.4 Identify the problem in the story. ✓ RL.8.2.5 Describe how characters relate to the problem. ✓ RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. + RL.8.2.9 Objectively summarize 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.	<ul style="list-style-type: none"> ✓ RL.8.3.1 Determine key incidents in the plot within a story or drama. + RL.8.3.2 Determine how the dialogue and actions of the characters help to propel the action in the story. + RL.8.3.3 Characterize each character in the story by referencing their dialogue and actions. + RL.8.3.4 Explain through citing evidence from the text why a character makes a certain decision.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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.8.4.1 Determine the meaning of words and phrases by using context clues. + RL.8.4.2 Determine how the author's word choices develop the tone of the text. + RL.8.4.3 Determine how the author's word choices develop the meaning of the text. + RL.8.4.4 Identify figurative language and explain the author's reasoning for using it. + RL.8.4.5 Recognize analogies throughout the text. + RL.8.4.6 Recognize allusions throughout the text. ➤ RL.8.4.7 Identify connotative language and explain the author's reasoning for using each. ➤ RL.8.4.8 Evaluate how the author's word choices relate to other texts.
	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.8.6.1 Identify the point of view of each character and audience/reader. + RL.8.6.2 Compare and contrast each point of view to determine the effect on the audience/reader. + RL.8.6.3 Define the types of irony (situational, dramatic, and verbal). ➤ RL.8.6.4 Justify how these types of irony create such effects as suspense or humor.
	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.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.
	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.8.6.1 Identify the author's point of view or purpose. + RI.8.6.2 Identify the conflicting viewpoints or evidence. ➤ RI.8.6.3 Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints.
2e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3) 1) Evaluate the author's use of and distinguish between fact and opinion.	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.8.2.1 Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally). ➤ SL.8.2.2 Evaluate the motives behind the presentation (social, commercial, political).
	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.8.3.1 Identify the argument and/or specific claims in a text. + SL.8.3.2 Identify and assess the evidence to determine relevance. ➤ SL.8.3.3 Identify irrelevant evidence. ➤ SL.8.3.4 Judge whether the reasoning is sound or not by citing evidence from the text.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>2e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)</p> <p>2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc).</p>	<p>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.</p>	<ul style="list-style-type: none"> ➤ SL.8.2.1 Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally). ➤ SL.8.2.2 Evaluate the motives behind the presentation (social, commercial, political).
	<p>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.</p>	<ul style="list-style-type: none"> + SL.8.3.1 Identify the argument and/or specific claims in a text. + SL.8.3.2 Identify and assess the evidence to determine relevance. ➤ SL.8.3.3 Identify irrelevant evidence. ➤ SL.8.3.4 Judge whether the reasoning is sound or not by citing evidence from the text.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</p> <p>2) Drafting • Draft with increasing fluency.</p> <p>3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric</p> <p>4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</p> <p>5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.</p>	<p>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.)</p>	<p>+ W.8.4.1 Create writing pieces appropriate to a specific task, specific purpose, and specific audience.</p>
	<p>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.</p>	<p>✓ W.8.5.1 Utilize the writing process to develop and strengthen writing. + W.8.5.2 Utilize revising strategies to maintain consistent purpose and audience.</p>
	<p>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.</p>	<p>+ W.8.10.1 Write for a wide range of discipline-specific tasks, purposes, and audiences. + W.8.10.2 Write for shorter time frames (a single sitting or a day or two). ➤ W.8.10.3 Write over extended time frames (time for research, reflection, and revision).</p>

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
3b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> + W.8.1.a.1 Compose a topic sentence to introduce my position about a particular claim. + W.8.1.a.2 Organize the reasons and evidence logically. + W.8.1.b.1 Support claim(s) with logical reasoning and relevant evidence. + W.8.1.e.1 Provide a concluding statement or section that follows from and supports the argument presented. ➤ W.8.1.b.2 Demonstrate an understanding of the topic or text using accurate or credible sources. ➤ W.8.1.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ➤ W.8.1.d.1 Establish and maintain a formal (authoritative) style. ➤ W.8.1.a.3 Compare and contrast the claim from alternate or opposing claims.
	<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>	<ul style="list-style-type: none"> ✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. 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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ✓ W.8.3.a.1 Compose an introduction that will establish a setting, point of view, and characters. ✓ W.8.3.a.2 Develop the plot in a natural and logical sequence. + W.8.3.b.1 Utilize narrative techniques to develop the story. + W.8.3.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among experiences and events. + W.8.3.e.1 Provide a conclusion that follows from and reflects on the narrated experiences or events. ➤ W.8.3.d.1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<p>3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</p> <p>1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays</p>	<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>	<ul style="list-style-type: none"> ✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.2 Quote details in a text that show me the theme. + RL.8.2.3 Identify the problem in the story. + RL.8.2.4 Describe how characters relate to the problem. + RL.8.2.5 Identify the point of view of the story. + RL.8.2.6 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.7 Examine the relationship of the elements of the text to the development of the theme. + RL.8.2.8 Objectively summarize 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.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.
3e. The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3) 1) Letters 2) Speeches 3) Advertisements	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.8.4.1 Use appropriate eye contact, adequate volume, and clear pronunciation. ➤ SL.8.4.2 Present claims and findings in a coherent manner, providing relevant evidence, sound valid reasoning, and well-chosen details.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4) 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process.	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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.
	W.8.6. Use technology, including the Internet, to produce publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	➤ W.8.6.1 Utilize technology to produce and publish writing. ➤ W.8.6.2 Utilize technology to produce and publish writing while interacting and collaborating with others.
	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.8.7.1 Select from several sources to conduct short research projects to answer a question (including a self-generated question). ➤ W.8.7.2 Generate additional related focused questions that allow 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.8.8.1 Research relevant information from multiple print and digital sources, using search terms effectively. + W.8.8.2 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ➤ W.8.8.3 Assess the credibility and accuracy of each source.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>4a. The student will apply Standard English grammar in composing or editing. (DOK 1)</p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)</p> <p>2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs)</p> <p>3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])</p> <p>4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>10) Use adverbs correctly (avoiding double negatives; comparative forms)</p>	<p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>+ SL8.6 Identify opportunities to utilize formal English.</p> <p>+ SL8.6 Change the way I speak to fit different situations and tasks.</p>

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	➤ L.8.3.a.1 Use verbs in the active and passive voice to achieve particular effects. ➤ L.8.3.a.2 Use verbs in the conditional and subjunctive mood to achieve particular effects. (See standard for specific examples)
4a. The student will apply Standard English grammar in composing or editing. (DOK 1) 11) Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	✓ L.8.1.a.1 Define and identify verbals. ✓ L.8.1.a.2 Explain the function of a gerund. ✓ L.8.1.a.3 Identify a gerund's function in particular sentences. ✓ L.8.1.a.4 Explain the function of a participle. ✓ L.8.1.a.5 Identify the function of a participle in particular sentences. ✓ L.8.1.a.6 Explain the function of an infinitive. ✓ L.8.1.a.7 Identify the function of an infinitive in particular sentences. ➤ L.8.1.b.1 Define and identify verbs in the active voice. ➤ L.8.1.b.2 Create sentences using active voice verbs. ➤ L.8.1.b.3 Define and identify verbs in the passive voice. ➤ L.8.1.b.4 Create sentences using active voice verbs. ➤ L.8.1.c.1 Identify verbs in the indicative mood. ➤ L.8.1.c.2 Form and use verbs in the indicative mood. ➤ L.8.1.c.3 Identify verbs in the imperative mood. ➤ L.8.1.c.4 Form and use verbs in the imperative mood. ➤ L.8.1.c.5 Identify verbs in the interrogative mood. ➤ L.8.1.c.6 Form and use verbs in the interrogative mood. ➤ L.8.1.c.7 Identify verbs in the conditional mood. ➤ L.8.1.c.8 Form and use verbs in the conditional mood. ➤ L.8.1.c.9 Identify verbs in the subjunctive mood. ➤ L.8.1.c.10 Form and use verbs in the subjunctive mood. ➤ L.8.1.d.1 Recognize and correct inappropriate shifts in verb voice and mood.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>1) End punctuation (e.g., period, question mark, exclamation point) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses) 4) Apostrophes (possessives; contractions) 5) Semicolons (compound sentences; with conjunctive adverbs) 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) 7) Underlining/Italics (titles of books, movies, plays, and television shows) 8) Colons (e.g., time, before lists introduced by independent clauses, business letters)</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.</p>	<p>✓ L.8.2.a.1 Use a comma to indicate a pause or break. + L.8.2.c.1 Spell correctly. ➤ L.8.2.a.2 Use an ellipsis to indicate a pause or break. ➤ L.8.2.a.3 Use a dash to indicate a pause or break. ➤ L.8.2.b.1 Use an ellipsis to indicate an omission.</p>
<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>10) Spell words commonly found in eighth grade level text. 11) Produce legible text.</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.</p>	<p>✓ L.8.2.c.1 Spell correctly. + L.8.2.a.1 Use a comma to indicate a pause or break. ➤ L.8.2.a.2 Use an ellipsis to indicate a pause or break. ➤ L.8.2.a.2 Use a dash to indicate a pause or break. ➤ L.8.2.b.1 Use an ellipsis to indicate an omission.</p>

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
<p>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p> <p>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p>		

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MS Objective	CCSS Standard	I Can Statements
Third Nine Weeks		
<p>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</p> <p>a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</p> <p>b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)</p> <p>d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</p> <p>e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author's intent. (DOK 3)</p> <p>g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. 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.</p> <p>d. 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).</p>	<ul style="list-style-type: none"> ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion <p>✓ L.8.4.a.1 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.</p> <p>✓ L.8.4.b.2 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>✓ L.8.4.c.3 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.</p> <p>✓ L.8.4.d.4 Determine if the inferred meaning and precise meaning of a word(s) coincide of a word(s) coincide.</p>

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	✓ L.8.5.b.1 Use the relationship between particular words to better understand each of the words. + L.8.5.a.1 Identify and explain figures of speech (e.g. verbal irony, puns) in context. ➤ L.8.5.c.1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
	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.	+ L.8.6.1 Use grade appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases. + L.8.6.2 Use vocabulary knowledge when considering a word or phrase important to comprehension or expression.
2b. The student will infer, justify, evaluate, draw conclusions, predict outcomes , synthesize, and evaluate information. (DOK 3) 3) Evaluate author's use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.	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.8.1.1 Identify the main idea and supporting details in a variety of texts. ✓ RL.8.1.3 Infer by reasoning. ✓ RL.8.1.4 In group discussion, prove my inference by stating the line in the text that supports my findings. ✓ RL.8.1.2 Determine the difference between inferred and explicit text. + RL.8.1.5 Judge importance of details. + RL.8.1.6 Evaluate the meaning of a selected passage.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss, in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. + RL.8.2.4 Identify the problem in the story. + RL.8.2.5 Describe how characters relate to the problem. + RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. ➤ RL.8.2.9 Objectively summarize the 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.8.1.1 Identify main idea and supporting details in a variety of texts. ✓ RI.8.1.2 Determine the difference between inferred and explicit texts. + RI.8.1.4 In group discussion, prove my inference by stating the line in the text that supports my findings. + RI.8.1.3 Infer by reasoning. + RI.8.1.5 Evaluate the meaning of a selected passage.
	RL.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.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.
	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.8.8.1 Identify the argument and/or specific claims in a text. + RI.8.8.2 Identify and assess the evidence to determine relevance. ➤ RI.8.8.3 Identify irrelevant evidence. ➤ RI.8.8.4 Judge whether the reasoning is sound or not by citing evidence from the text.
2c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	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.	✓ RL.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.8.10.2 Read and comprehend literature with increasing text complexity and proficiency. + RL.8.10.3 Read close to the high end of the Lexile range 925-1185.
	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.	✓ RI.8.9.1 Identify the topic of each text. ✓ RI.8.9.2 Identify facts or interpretations from each text. + RI.8.9.3 Identify where the texts disagree on facts or interpretations. ➤ RI.8.9.4 Contrast two texts with conflicting information on the same topic considering facts or interpretations.

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	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	<ul style="list-style-type: none"> ✓ RI.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.8.10.2 Read and comprehend literary nonfiction with increasing text complexity and proficiency. + RI.8.10.3 Read close to the high end of the Lexile range 925-1185.
<p>2d. The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</p> <p>1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm) 4) Author's purpose (e.g., inform, entertain, persuade)</p>	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.	<ul style="list-style-type: none"> ✓ RL.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss, in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.2 Quote details in a text that show me the theme. ✓ RL.8.2.3 Identify the problem in the story. ✓ RL.8.2.4 Describe how characters relate to the problem. ✓ RL.8.2.5 Identify the point of view of the story. + RL.8.2.6 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.7 Examine the relationship of the elements of the text to the development of the theme. + RL.8.2.8 Objectively summarize 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.	<ul style="list-style-type: none"> ✓ RL.8.3.1 Determine key incidents in the plot within a story or drama. + RL.8.3.2 Determine how the dialogue and actions of the characters help to propel the action in the story. + RL.8.3.3 Characterize each character in the story by referencing their dialogue and actions. + RL.8.3.4 Explain through citing evidence from the text why a character makes a certain 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.	<ul style="list-style-type: none"> + RL.8.4.1 Determine the meaning of words and phrases by using context clues. + RL.8.4.2 Determine how the author's word choices develop the tone of the text. + RL.8.4.3 Determine how the author's word choices develop the meaning of the text. + RL.8.4.4 Identify figurative language and explain the author's reasoning for using it. + RL.8.4.5 Recognize analogies throughout the text. + RL.8.4.6 Recognize allusions throughout the text. ➤ RL.8.4.7 Identify connotative language and explain the author's reasoning for using each. ➤ RL.8.4.8 Evaluate how the author's word choices relate to other texts.

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	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.8.6.1 Identify the point of view of each character and audience/reader. + RL.8.6.2 Compare and contrast each point of view to determine the effect on the audience/reader. + RL.8.6.3 Define the types of irony (situational, dramatic, and verbal). ➤ RL.8.6.4 Justify how these types of irony create such effects as suspense or humor.
	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.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.
	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.8.6.1 Identify the author's point of view or purpose. + RI.8.6.2 Identify the conflicting viewpoints or evidence. ➤ RI.8.6.3 Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints.
2e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3) 2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities , false syllogisms , etc).	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.8.2.1 Identify the purpose of information presented in diverse media and formats (visually, quantitatively, orally). ➤ SL.8.2.2 Evaluate the motives behind the presentation (social, commercial, political).
	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.8.3.1 Identify the argument and/or specific claims in a text. + SL.8.3.2 Identify and assess the evidence to determine relevance. ➤ SL.8.3.3 Identify irrelevant evidence. ➤ SL.8.3.4 Judge whether the reasoning is sound or not by citing evidence from the text.

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<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</p> <p>2) Drafting • Draft with increasing fluency.</p> <p>3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.</p> <p>4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</p> <p>5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.</p>	<p>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.)</p>	<p>+ W.8.4.1 Create writing pieces appropriate to a specific task, specific purpose, and specific audience.</p>
	<p>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.</p>	<p>✓ W.8.5.1 Utilize the writing process to develop and strengthen writing. + W.8.5.2 Utilize revising strategies to maintain consistent purpose and audience.</p>
	<p>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.</p>	<p>+ W.8.10.1 Write for a wide range of discipline-specific tasks, purposes, and audiences. + W.8.10.2 Write for shorter time frames (a single sitting or a day or two). ➤ W.8.10.3 Write over extended time frames (time for research, reflection, and revision).</p>

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3b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)	W.8.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	+ W.8.1.a.1 Compose a topic sentence to introduce my position about a particular claim. + W.8.1.a.2 Organize the reasons and evidence logically. + W.8.1.b.1 Support claim(s) with logical reasoning and relevant evidence. + W.8.1.e.1 Provide a concluding statement or section that follows from and supports the argument presented. ➤ W.8.1.b.2 Demonstrate an understanding of the topic or text using accurate or credible sources. ➤ W.8.1.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ➤ W.8.1.d.1 Establish and maintain a formal (authoritative) style. ➤ W.8.1.a.3 Compare and contrast the claim from alternate or opposing claims.
	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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.

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	W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, 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 characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓ W.8.3.a.1 Compose an introduction that will establish a setting, point of view, and characters. ✓ W.8.3.a.2 Develop the plot in a natural and logical sequence. + W.8.3.b.1 Utilize narrative techniques to develop the story. + W.8.3.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among experiences and events. + W.8.3.e.1 Provide a conclusion that follows from and reflects on the narrated experiences or events. ➤ W.8.3.d.1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3) 1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays	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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.

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	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.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. + RL.8.2.4 Identify the problem in the story. + RL.8.2.5 Describe how characters relate to the problem. + RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. ➤ RL.8.2.9 Objectively summarize 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.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.
3e. The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3) 1) Letters 2) Speeches 3) Advertisements	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.8.4.1 Use appropriate eye contact, adequate volume, and clear pronunciation. ➤ SL.8.4.2 Present claims and findings in a coherent manner, providing relevant evidence, sound valid reasoning, and well-chosen details.

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<p>4a. The student will apply Standard English grammar in composing or editing. (DOK 1)</p> <p>3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])</p> <p>4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>5) Subordinating and coordinating conjunctions; correlative conjunctions</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>11) Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).</p>	<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<ul style="list-style-type: none"> ✓ L.8.1.a.1 Define and identify verbals. ✓ L.8.1.a.2 Explain the function of a gerund. ✓ L.8.1.a.3 Identify a gerund's function in particular sentences. ✓ L.8.1.a.4 Explain the function of a participle. ✓ L.8.1.a.5 Identify the function of a participle in particular sentences. ✓ L.8.1.a.6 Explain the function of an infinitive. ✓ L.8.1.a.7 Identify the function of an infinitive in particular sentences. ➤ L.8.1.b.1 Define and identify verbs in the active voice. ➤ L.8.1.b.2 Create sentences using active voice verbs. ➤ L.8.1.b.3 Define and identify verbs in the passive voice. ➤ L.8.1.b.4 Create sentences using active voice verbs. ➤ L.8.1.c.1 Identify verbs in the indicative mood. ➤ L.8.1.c.2 Form and use verbs in the indicative mood. ➤ L.8.1.c.3 Identify verbs in the imperative mood. ➤ L.8.1.c.4 Form and use verbs in the imperative mood. ➤ L.8.1.c.5 Identify verbs in the interrogative mood. ➤ L.8.1.c.6 Form and use verbs in the interrogative mood. ➤ L.8.1.c.7 Identify verbs in the conditional mood. ➤ L.8.1.c.8 Form and use verbs in the conditional mood. ➤ L.8.1.c.9 Identify verbs in the subjunctive mood. ➤ L.8.1.c.10 Form and use verbs in the subjunctive mood. ➤ L.8.1.d.1 Recognize and correct inappropriate shifts in verb voice and mood.

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<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses)</p> <p>5) Semicolons (compound sentences; with conjunctive adverbs)</p> <p>6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>10) Spell words commonly found in eighth grade level text.</p> <p>11) Produce legible text.</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<ul style="list-style-type: none"> ✓ L.8.2.a.1 Use a comma to indicate a pause or break. ✓ L.8.2.c.1 Spell correctly. ➤ L.8.2.a.2 Use an ellipsis to indicate a pause or break. ➤ L.8.2.a.3 Use a dash to indicate a pause or break. ➤ L.8.2.b.1 Use an ellipsis to indicate an omission.
<p>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences,</p>		

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<p>and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p> <p>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p> <p>6) Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p> <p>7) Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p>		

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Fourth Nine Weeks		
<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</p> <p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</p> <p>1c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)</p>	<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c. 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.</p> <p>d. 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).</p>	<ul style="list-style-type: none"> ✓ L.8.4.a. 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. ✓ L.8.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. + L.8.4.c. 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.8.4.d. Determine if the inferred meaning and precise meaning of a word(s) coincide.
	<p>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.</p>	<ul style="list-style-type: none"> + L.8.6.1 Use grade appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases. + L.8.6.2 Use vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<p>1d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</p>	<p>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.</p>	<ul style="list-style-type: none"> + RI.8.4.4 Identify figurative language and explain the author's reasoning for using it. + RI.8.4.5 Recognize analogies throughout the text. + RI.8.4.6 Recognize allusions throughout the text. + RI.8.4.1 Determine the meaning of words and phrases by using context clues. + RI.8.4.2 Determine how the author's word choices develop the tone of the text. + RI.8.4.3 Determine how the author's word choices develop the meaning of the text. ➤ RI.8.4.7 Identify connotative language and explain the author's reasoning for using it. ➤ RI.8.4.8 Evaluate how the author's word choices relate to other texts.

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	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.8.4.1 Determine the meaning of words and phrases by using context clues. + RL.8.4.2 Determine how the author's word choices develop the tone of the text. + RL.8.4.3 Determine how the author's word choices develop the meaning of the text. + RL.8.4.4 Recognize analogies throughout the text. + RL.8.4.5 Recognize allusions throughout the text. ➤ RL.8.4.6 Identify figurative language and explain the author's reasoning for using it. ➤ RL.8.4.7 Identify connotative language and explain the author's reasoning for using it. ➤ RL.8.4.8 Evaluate how the author's word choices relate to other texts.
1e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author's intent . (DOK 3)	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.8.6.1 Identify the author's point of view or purpose. + RI.8.6.2 Identify the conflicting viewpoints or evidence. + RI.8.6.3 Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints.
1g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)		
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts . (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.		
2c. The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)	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.	✓ RL.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.8.10.2 Read and comprehend literature with increasing text complexity and proficiency. + RL.8.10.3 Read close to the high end of the Lexile range 925-1185.

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	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.	<ul style="list-style-type: none"> ✓ RI.8.9.1 Identify the topic of each text. ✓ RI.8.9.2 Identify facts or interpretations from each text. + RI.8.9.3 Identify where the texts disagree on facts or interpretations. ➤ RI.8.9.4 Contrast two texts with conflicting information on the same topic considering facts or interpretations.
	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	<ul style="list-style-type: none"> ✓ RI.8.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.8.10.2 Read and comprehend literary nonfiction with increasing text complexity and proficiency. + RI.8.10.3 Read close to the high end of the Lexile range 925-1185.
2d. The student will respond to, interpret, compare, contrast, critique , or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm)	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.	<ul style="list-style-type: none"> ✓ RL.8.2.1 Interpret the central theme or idea. ✓ RL.8.2.2 Discuss, in writing or in a group, how the theme is developed through the text. ✓ RL.8.2.3 Quote details in a text that show me the theme. ✓ RL.8.2.4 Identify the problem in the story. ✓ RL.8.2.5 Describe how characters relate to the problem. ✓ RL.8.2.6 Identify the point of view of the story. + RL.8.2.7 Examine each character's thoughts and feelings as they relate to the theme. + RL.8.2.8 Examine the relationship of the elements of the text to the development of the theme. + RL.8.2.9 Objectively summarize 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.	<ul style="list-style-type: none"> ✓ RL.8.3.1 Determine key incidents in the plot within a story or drama. + RL.8.3.2 Determine how the dialogue and actions of the characters help to propel the action in the story. + RL.8.3.3 Characterize each character in the story by referencing their dialogue and actions. + RL.8.3.4 Explain through citing evidence from the text why a character makes a certain 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.	<ul style="list-style-type: none"> + RL.8.4.1 Determine the meaning of words and phrases by using context clues. + RL.8.4.2 Determine how the author's word choices develop the tone of the text. + RL.8.4.3 Determine how the author's word choices develop the meaning of the text. + RL.8.4.4 Identify figurative language and explain the author's reasoning for using it. + RL.8.4.5 Recognize analogies throughout the text. + RL.8.4.6 Recognize allusions throughout the text. ➤ RL.8.4.7 Identify connotative language and explain the author's reasoning for using each. ➤ RL.8.4.8 Evaluate how the author's word choices relate to other texts.

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	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.8.6.1 Identify the point of view of each character and audience/reader. + RL.8.6.2 Compare and contrast each point of view to determine the effect on the audience/reader. + RL.8.6.3 Define the types of irony (situational, dramatic, and verbal). ➤ RL.8.6.4 Justify how these types of irony create such effects as suspense or humor.
	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.8.2.1 Interpret the central idea. + RI.8.2.2 Analyze the development of the central idea and how it relates the details in the text. ➤ RI.8.2.3 Objectively summarize the text.
	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.8.6.1 Identify the author's point of view or purpose. + RI.8.6.2 Identify the conflicting viewpoints or evidence. ➤ RI.8.6.3 Analyze and cite evidence from the text that shows how the author acknowledges and responds to conflicting evidence or viewpoints.
<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</p> <p>2) Drafting • Draft with increasing fluency.</p> <p>3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric</p> <p>4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</p> <p>5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.</p>	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.8.4.1 Create writing pieces appropriate to a specific task, specific purpose, and specific audience..

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	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.	✓ W.8.5.1 Utilize the writing process to develop and strengthen writing. + W.8.5.2 Utilize revising strategies to maintain consistent purpose and audience.
	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.	+ W.8.10.1 Write for a wide range of discipline-specific tasks, purposes, and audiences. + W.8.10.2 Write for shorter time frames (a single sitting or a day or two). ➤ W.8.10.3 Write over extended time frames (time for research, reflection, and revision)
3b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)	W.8.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	+ W.8.1.a.1 Compose a topic sentence to introduce my position about a particular claim. + W.8.1.a.2 Organize the reasons and evidence logically. + W.8.1.b.1 Support claim(s) with logical reasoning and relevant evidence. + W.8.1.e.1 Provide a concluding statement or section that follows from and supports the argument presented. ➤ W.8.1.b.2 Demonstrate an understanding of the topic or text using accurate or credible sources. ➤ W.8.1.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ➤ W.8.1.d.1 Establish and maintain a formal (authoritative) style. ➤ W.8.1.a.3 Compare and contrast the claim from alternate or opposing claims.

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	<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>	<ul style="list-style-type: none"> ✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.
	<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. 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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ✓ W.8.3.a.1 Compose an introduction that will establish a setting, point of view, and characters. ✓ W.8.3.a.2 Develop the plot in a natural and logical sequence. + W.8.3.b.1 Utilize narrative techniques to develop the story. + W.8.3.c.1 Compose sentences using various types of sentence structure to create cohesion and clarify the relationships among experiences and events. + W.8.3.e.1 Provide a conclusion that follows from and reflects on the narrated experiences or events. ➤ W.8.3.d.1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4) 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process.	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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓ W.8.2.a.1 Compose a topic sentence that will preview what is to follow. + W.8.2.a.2 Organize ideas, concepts, and information into broader categories. + W.8.2.b.1 Research the topic for facts, definitions, concrete details, quotations, or other information and examples. + W.8.2.c.1 Compose sentences using various types of transitions to create cohesion and clarify the relationships among ideas and concepts. + W.8.2.d.1 Use precise language and domain-specific vocabulary to inform about or explain the topic. + W.8.2.f.1 Provide a concluding statement or section that follows from and supports the information or explanation presented. ➤ W.8.2.e.1 Establish and maintain a formal (authoritative) style. ➤ W.8.2.a.3 Utilize formatting, graphics, and multimedia to aid comprehension of relevant content.
	W.8.6. Use technology, including the Internet, to produce publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	➤ W.8.6.1 Utilize technology to produce and publish writing. ➤ W.8.6.2 Utilize technology to produce and publish writing while interacting and collaborating with others.
	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.8.7.1 Select from several sources to conduct short research projects to answer a question (including a self-generated question). ➤ W.8.7.2 Generate additional related focused questions that allow 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.8.8.1 Research relevant information from multiple print and digital sources, using search terms effectively. + W.8.8.2 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ➤ W.8.8.3 Assess the credibility and accuracy of each source.

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<p>3f. The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</p> <p>2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources.</p> <p>3) Take notes on important information from sources.</p> <p>4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.</p> <p>6) Reflect on and evaluate the process.</p>	<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> 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").</p> <p>b. Apply <i>grade 8 Reading standards</i> 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").</p>	<p>+ W.8.9.a.1 Use evidence from literary texts to support my analysis, reflection, and research.</p> <p>+ W.8.9.b.1 Use evidence from informational texts to support my analysis, reflection, and research.</p>
	<p>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.</p>	<p>+ RI.8.7.1 Identify the advantages and disadvantages of different mediums.</p> <p>➤ RI.8.7.2 Determine which type of medium would appropriately present a particular topic or idea.</p>
	<p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>+ SL.8.5.1 Incorporate multimedia components and visual displays to make my information more clear.</p> <p>+ SL.8.5.2 Incorporate multimedia components and visual displays to add interest to my presentation or writing.</p> <p>➤ SL.8.5.3 Incorporate multimedia components and visual displays to make my claims and evidence stronger.</p>

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<p>4a. The student will apply Standard English grammar in composing or editing. (DOK 1)</p> <p>4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>5) Subordinating and coordinating conjunctions; correlative conjunctions</p> <p>11) Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).</p>	<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<ul style="list-style-type: none"> ✓ L.8.1.a.1 Define and identify verbals. ✓ L.8.1.a.2 Explain the function of a gerund. ✓ L.8.1.a.3 Identify a gerund's function in particular sentences. ✓ L.8.1.a.4 Explain the function of a participle. ✓ L.8.1.a.5 Identify the function of a participle in particular sentences. ✓ L.8.1.a.6 Explain the function of an infinitive. ✓ L.8.1.a.7 Identify the function of an infinitive in particular sentences. ➤ L.8.1.b.1 Define and identify verbs in the active voice. ➤ L.8.1.b.2 Create sentences using active voice verbs. ➤ L.8.1.b.3 Define and identify verbs in the passive voice. ➤ L.8.1.b.4 Create sentences using active voice verbs. ➤ L.8.1.c.1 Identify verbs in the indicative mood. ➤ L.8.1.c.2 Form and use verbs in the indicative mood. ➤ L.8.1.c.3 Identify verbs in the imperative mood. ➤ L.8.1.c.4 Form and use verbs in the imperative mood. ➤ L.8.1.c.5 Identify verbs in the interrogative mood. ➤ L.8.1.c.6 Form and use verbs in the interrogative mood. ➤ L.8.1.c.7 Identify verbs in the conditional mood. ➤ L.8.1.c.8 Form and use verbs in the conditional mood. ➤ L.8.1.c.9 Identify verbs in the subjunctive mood. ➤ L.8.1.c.10 Form and use verbs in the subjunctive mood. ➤ L.8.1.d.1 Recognize and correct inappropriate shifts in verb voice and mood.
<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</p> <p>10) Spell words commonly found in eighth grade level text.</p> <p>11) Produce legible text.</p>	<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<ul style="list-style-type: none"> ✓ L.8.2.c.1 Spell correctly. + L.8.2.a.1 Use a comma to indicate a pause or break. ➤ L.8.2.a.2 Use an ellipsis to indicate a pause or break. ➤ L.8.2.a.3 Use a dash to indicate a pause or break. ➤ L.8.2.b.1 Use an ellipsis to indicate an omission.

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<p>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p> <p>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p> <p>6) Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p> <p>7) Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p>		

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
Infusion Phase 1	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.	+ RL.8.7.1 Compare and contrast the live production/drama to the text or script. + RL.8.7.2 Determine the extent to which the live production/drama remains faithful to or departs from the text or script. + RL.8.7.3 Evaluate the choices made by the director or actors.
Infusion Phase 1 and 2	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	+ SL.8.1.c.2 Respond to others' questions and comments with relevant evidence, observations, and ideas. + SL.8.1.d.1 Acknowledge new information expressed by others. + SL.8.1.a.1 Come to discussions prepared, having read or researched material under study. + SL.8.1.a.2 Use my preparation to refer to evidence on the topic, text, or issue to question and reflect on ideas under discussion. + SL.8.1.b.1 Follow rules for group discussion and decision-making. + SL.8.1.b.2 Track progress toward specific goals and deadlines. + SL.8.1.b.3 Define individual roles within the group. ➤ SL.8.1.c.1 Pose questions that connect the ideas of several speakers. ➤ SL.8.1.d.2 Justify my views with the evidence presented.