

The Student Will...

Objective(s)	Alignment	Essential Questions	Understandings	Suggested Assessments
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.1.8	What is the importance of the Library Media Center?	Libraries are places where lifelong learning takes place.	Standardized achievement tests
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.2.8	Why does a library media center have a system of organization?	Members of a learning community exhibit responsible behavior toward people and materials.	Teacher generated tests/quizzes
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.3.8	How does literature enrich your life?		Authentic assessments
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.4.8	How does understanding a text's structure help me better understand its meaning?		Self assessment
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RL.5.8			Peer assessment
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use	RL.6.8			Portfolio

of dramatic irony) create such effects as suspense or humor.				
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RL.7.8			
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.9.8			
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.10.8			
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.1.8			
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.2.8			
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI.3.8			
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact	RI.4.8			

of specific word choices on meaning and tone, including analogies or allusions to other texts.				
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.5.8			
Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.	RI.5.8			
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.6.8			
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.7.8			
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			
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.9.8			
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.10.8			
Write arguments to support claims with	W.1.8			

clear reasons and relevant evidence.				
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.1.8			
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.1.8			
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	W.1.8			
Provide a concluding statement or section that follows from and supports the argument presented.	W.1.8			
Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.2.8			
Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	W.2.8			
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	W.2.8			

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.2.8			
Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.2.8			
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.3.8			
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.3.8			
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	W.3.8			
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	W.3.8			
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	W.3.8			
Provide a conclusion that follows from	W.3.8			

and reflects on the narrated experiences or events.				
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4.8			
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.5.8			
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.6.8			
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.7.8			
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.8			
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.10.8			
Engage effectively in a range of	SL.1.8			

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.				
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.1.8			
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.1.8			
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.1.8			
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.1.8			
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.2.8			
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.3.8			

<p>Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.4.8</p>			
<p>Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience</p>	<p>SL.4.8</p>			
<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>SL.5.8</p>			
<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>SL.6.8</p>			