

**Focus Topic: RL – Reading Standards for Literature**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	8.RL.1	How do readers approach different types of text?	Different genres have different structures and conventions	Ongoing observation & questioning during class discussions
TSW 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 and provide an objective summary of the text	8.RL.2	How do our senses help us understand characters without the help of words?	Authors choose a particular genre for a specific purpose	Performance tasks
TSW 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	8.RL.3	How is author’s craft used to develop the personality of a character?	Authors use the structures and elements of nonfiction for specific purposes.	Self-Assessment
TSW determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	8.RL.4	How do external/internal factors influence character development or identity?		Literature Connections
TSW analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	8.RL.4	What makes a character believable?		Multiple Choice
TSW 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	8.RL.5			Projects
TSW 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	8.RL.6			Journal Writing
TSW 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	8.RL.7			
TSW 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	8.RL.9			

<b>Focus Topic:RL – Reading Standards for Literature (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW read and comprehend literature, including stories, dramas, and poems, at the high end of grade appropriate text complexity band independently and proficiently	8.RL.10			

**Focus Topic:RI – Reading Standards for Informational Text**

TSW = The Student Will

<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	8.RI.1	How does what you know help you understand text?	Proficient readers develop and use a variety of strategies to attend to information from different sources	Ongoing observation & questioning during class discussions
TSW 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	8.RI.2	How do text features and characteristics of informational and literary text influence reader interpretation?	Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them	Performance tasks
TSW analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)	8.RI.3	How does literature reflect the time period in which it is written?		Self-Assessment
TSW determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	8.RI.4			Literature Connections
TSW analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	8.RI.4			Multiple Choice
TSW 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	8.RI.5			Projects
TSW 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	8.RI.6			Journal Writing

<b>Focus Topic:RI – Reading Standards for Informational Text (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea	8.RI.7			
TSW 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	8.RI.8			
TSW 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	8.RI.9			
TSW by the end of the year, read and comprehend literary nonfiction at the high end of the grade appropriate text complexity band independently and proficiently	8.RI.10			

**Focus Topic:W - Writing**

TSW = The Student Will

<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW write arguments to support claims with clear reasons and relevant evidence	8.W.1	Why is writing important?	Writing is a powerful tool for communicating.	Ongoing observation & questioning during class discussions
TSW introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically	8.W.1.a	What makes writing coherent, logical, and expressive?	Effective writing is coherent, logical, and effective.	Performance tasks
TSW support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	8.W.1.b	How do writers tailor their writing for a specific purpose and audience?	Audience and purpose impact a writer's style	Self-Assessment
TSW use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence	8.W.1.c	How does a writer know when and how to revise?	Good readers compare, infer, synthesize and make connections to make text personally relevant and useful	Literature Connections
TSW establish and maintain a formal style	8.W.1.d			Multiple Choice

<b>Focus Topic:W – Writing (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW provide a concluding statement or section that follows from and supports the argument presented	8.W.1.e			Projects
TSW write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	8.W.2			Journal Writing
TSW 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	8.W.2.a			
TSW develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples	8.W.2.b			
TSW use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts	8.W.2.c			
TSW use precise language and domain-specific vocabulary to inform about or explain the topic	8.W.2.d			
TSW establish and maintain a formal style	8.W.2.e			
TSW provide a concluding statement or section that follows from and supports the information or explanation presented	8.W.2.f			
TSW write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	8.W.3			
TSW 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	8.W.3.a			
TSW use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters	8.W.3.b			

<b>Focus Topic:W – Writing (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW 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	8.W.3.c			
TSW use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	8.W.3.d			
TSW provide a conclusion that follows from and reflects on the narrated experiences or events	8.W.3.e			
TSW produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	8.W.4			
TSW 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	8.W.5			
TSW 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	8.W.6			
TSW 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	8.W.7			
TSW 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	8.W.8			
TSW draw evidence from literary or informational texts to support analysis, reflection, and research	8.W.9			

<b>Focus Topic: W – Writing (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW 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	8.W.9.a			
TSW 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	8.W.9.b			
TSW 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	8.W.10			

**Focus Topic: SL – Speaking & Listening**

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<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly	8.SL.1	Why do we ask questions?	Words powerfully affect meaning	Ongoing observation & questioning during class discussions
TSW 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	8.SL.1.a	What impact does listening have?	Language structure and content clues identify the intended meaning of words and phrases as they are used in text	Performance tasks
TSW follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	8.SL.1.b	In what ways are ideas communicated orally?		Self-Assessment

<b>Focus Topic: SL – Speaking &amp; Listening (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas	8.SL.1.c			Literature Connections
TSW acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented	8.SL.1.d			Multiple Choice
TSW 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	8.SL.2			Projects
TSW 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.	8.SL.3			Journal Writing
TSW present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details	8.SL.4			
TSW use appropriate eye contact, adequate volume, and clear pronunciation	8.SL.4			
TSW integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	8.SL.5			
TSW adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8.SL.6			

**Focus Topic: L - Language**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	8.L.1	How do word parts help us understand meaning?	A rich vocabulary enables us to understand and communicate more effectively	Ongoing observation & questioning during class discussions
TSW explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences	8.L.1.a	How does context help us understand word meaning?	Conventions are rules that have been established to standardize written communication	Performance tasks
TSW form and use verbs in the active and passive voice	8.L.1.b	What is the purpose of applying grammar and mechanics skills?		Self-Assessment
TSW form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood	8.L.1.c	Why is it important to use correct spelling and grammar?		Literature Connections
TSW recognize and correct inappropriate shifts in verb voice and mood	8.L.1.d	How important are Standard English conventions?		Multiple Choice
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	8.L.2			Projects
TSW use punctuation (comma, ellipsis, dash) to indicate a pause or break	8.L.2.a			Journal Writing
TSW use an ellipsis to indicate an omission	8.L.2.b			
TSW spell correctly	8.L.2.c			
TSW use knowledge of language and its conventions when writing, speaking, reading, or listening	8.L.3			
TSW 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)	8.L.3.a			
TSW 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	8.L.4			
TSW 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	8.L.4.a			



<b>Focus Topic: L – Language (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW 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> )	8.L.4.b			
TSW 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	8.L.4.c			
TSW 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)	8.L.4.d			
TSW demonstrate understanding of figurative language, word relationships, and nuances in word meanings	8.L.5			
TSW interpret figures of speech (e.g. verbal irony, puns) in context	8.L.5.a			
TSW use the relationship between particular words to better understand each of the words	8.L.5.b			
TSW distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i> )	8.L.5.c			
TSW 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	8.L.6			

## WHST. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)

TSW write arguments focused on <i>discipline-specific content</i>
TSW introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
TSW support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
TSW use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
TSW establish and maintain a formal style
TSW provide a concluding statement or section that follows from and supports the argument presented
TSW write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
TSW introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
TSW develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
TSW use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
TSW use precise language and domain-specific vocabulary to inform about or explain the topic
TSW establish and maintain a formal style and objective tone
TSW provide a concluding statement or section that follows from and supports the information or explanation presented
TSW produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
TSW 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
TSW use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
TSW 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

<b>WHST. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)</b>
TSW gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source
TSW quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
TSW draw evidence from informational texts to support analysis reflection, and research
TSW write routinely over extended time frames (time for 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

## College and Career Readiness Anchor Standards for Reading (Grades K-8)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

## College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
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 tasks, purposes, and audiences

## College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## College and Career Readiness Anchor Standards for Language (Grades K-8)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression