Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

8th Grade

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 4

2016-2017

relevant content.				
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	X	X		X
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.)	X	X	X	X
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)		X	X	X
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	X	X	X	X
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.	X	X	X	X
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.	X	X	X	X
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		X		
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.	X	X	X	X
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	X	X	X	X
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.			X	X
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.		X	X	X
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.	X		X	X
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	X	X	X	X
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	X	X	X	X
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X	X
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	X	X	X	X
Quarter	**1**	**2**	**3**	**4**
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X		
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a	X	X	X	X

word or phrase important to comprehension or expression.				

College and Career Readiness (CCR) Anchor Standard 1: 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.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 8**	**Standard 1 (RL.8.1)**
Recurring Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**Quarter 1:** Identify the: • key ideas explicitly stated in the text. • evidence in the text that strongly supports the key ideas Recognize the difference between inference and what is explicitly stated in the text Analyze text by: • making inferences about what a text says that is not directly stated • evaluating which evidence most strongly supports the identified key ideas Cite the evidence used to make inferences not explicitly stated in the text	**Quarter 2:** Identify the: • key ideas explicitly stated in the text. • evidence in the text that strongly supports the key ideas Recognize the difference between inference and what is explicitly stated in the text Analyze text by: • making inferences about what a text says that is not directly stated • evaluating which evidence most strongly supports the identified key ideas Cite the evidence used to make inferences not explicitly stated in the text	**Quarter 3:** Identify the: • key ideas explicitly stated in the text. • evidence in the text that strongly supports the key ideas Recognize the difference between inference and what is explicitly stated in the text Analyze text by: • making inferences about what a text says that is not directly stated • evaluating which evidence most strongly supports the identified key ideas Cite the evidence used to make inferences not explicitly stated in the text	**Quarter 4:** Identify the: • key ideas explicitly stated in the text. • evidence in the text that strongly supports the key ideas Recognize the difference between inference and what is explicitly stated in the text Analyze text by: • making inferences about what a text says that is not directly stated • evaluating which evidence most strongly supports the identified key ideas Cite the evidence used to make inferences not explicitly stated in the text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing strong pieces of textual evidence to support analysis	textual evidence most strongly supports analysis what the text says explicitly inferences drawn text	Students know or are able to: techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis the strength of an analysis depends upon relevant supporting evidence analyze the meaning of a text support analysis with explicit ideas from a text support analysis with inferences about a text prioritize quality of textual evidence to select strong supporting examples	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to develop a simple analysis from oral scenario given by a teacher in L1 or L2. (Writing/Speaking) With guidance and support, students are able to provide some evidence to support their analysis orally in L1 or L2. **Developing/Expanding** (Reading/Listening) Students draw inferences from reading a text (Writing/Speaking) Students are able to provide strong written evidence to support their inferences. **Bridging/Reaching** (Reading/Listening) Students determine differences between fact and inference from reading a text (Writing/Speaking)	**EERL.8.1.** Cite text to support inferences from stories and poems.	**Level IV Students will:** **EERL.8.1.** Cite text to support what is inferred versus what is stated explicitly in the text. Ex. Given an inference and several explicit statements, cite text that supports each. **Level III Students will:** **EERL.8.1.** Cite text to support inferences from stories and poems. Ex. Cite specific aspects of the text that tell what happened in a story to make the character take an action (e.g., *The boy ran away because the dog was chasing him.*). Ex. Cite specific events of the text that made a character happy (e.g., *The man was happy because he got his money back.*). Ex. Cite text that supports the theme that parents still love you no matter what you do or do not do (e.g., *He broke the glass but his mother still loves him.*). **Level II Students will:** **EERL.8.1.** Identify which evidence from an array of text citations support an inference. Ex. Choose from a list of three or more citations from the text, one that tells why we can infer that a character took an action. Ex. Choose from a list of three or more citations from the text, one that tells why we can infer that a character feels a particular way. **Level I Students will:** **EERL.8.1.** Indicate whether an example is a citation from the text or not. Ex. Given a list of possible citations, indicate which is from the text. Ex. Indicate "yes" or "no" that a sentence or series of sentences is from the text or not.

		Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by several pieces of strong textual evidence.	Students are able to provide strong written evidence to support the difference between fact and inference.		

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 8**	**Standard 2 (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.	**Quarter 1:** Understand theme and central idea of a text Know the literary elements (characters, setting, plot) Objectively summarize a text Analyze the development of a theme or central idea over the course of a text Analyze its relationship to the literary elements over the course of a text Provide an objective summary of the text	**Quarter 2:** Understand theme and central idea of a text Know the literary elements (characters, setting, plot) Objectively summarize a text Analyze the development of a theme or central idea over the course of a text Analyze its relationship to the literary elements over the course of a text Provide an objective summary of the text	**Quarter 3:**	**Quarter 4:** Understand theme and central idea of a text Know the literary elements (characters, setting, plot) Objectively summarize a text Analyze the development of a theme or central idea over the course of a text Analyze its relationship to the literary elements over the course of a text Provide an objective summary of the text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: objectively summarize a text including an analysis of the development of a central idea or theme over the course of a text, including its relationship to the characters, setting, and plot.	determine theme central idea text analyze development characters setting plot objective summary	Students know or are able to: qualities of an objective summary themes or central ideas are developed over the course of a text texts use particular details including relationship to setting, characters, and plot to convey a theme or central idea summarize a text objectively analyze the development of a theme or central idea over the course of a text including its	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to create a simple summary in L1 or L2. (Writing/Speaking) With guidance and support, students are able to produce extended responses to summarize in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to orally indicate the central idea and supporting details from reading a text. (Writing/Speaking) Students are able to write a short summary of the central idea and supporting details from a text. **Bridging/Reaching** (Reading/Listening) Students are able to indicate story elements (setting, characters,	**EERL.8.2.** Provide a summary of a familiar text.	**Level IV Students will:** **EERL.8.2.** Provide a summary of a text. Ex. Given a story, identify how the feelings of two or more characters relate to the theme of the text. Ex. Complete a partially filled in graphic organizer by providing elements from the story that relate to the central idea that is already provided. **Level III Students will:** **EERL.8.2.** Provide a summary of a familiar text. Ex. Given a familiar story, identify the essential elements (e.g., characters, settings, and events) and combine those elements into a summary (e.g., Using Mark Twain's *The Adventures of Huckleberry Finn – Huck is boy. Huck says no. Huck misbehaves. Huck lives in a house. Huck can run fast.*). Ex. Use a graphic organizer to record the essential elements of a story and then use the completed organizer while telling a summary of the story. Ex. Use writing strategy software that coaches the student to record the essential elements of a story and then generate a written summary. **Level II Students will:** **EERL.8.2.** Identify a summary that reflects a familiar story. Ex. Given two or more summaries, select the one that best matches a familiar story. Ex. Given two or more summaries of familiar stories, match each summary to correct story. **Level I Students will:** **EERL.8.2.** Identify parts of a familiar story. Ex. Given a list of story parts (text or symbols), identify the parts that go with a familiar story. Ex. Respond "yes" or "no" when asked if a story part read aloud goes with a familiar story.

| | | relationship to the characters, setting, and plot

Students understand that analyzing the development of a central idea or theme over the course of a text leads to a better understanding of other perspectives and cultures | plot, conflict, resolution) from a text that contribute to a summary or theme. (Writing/Speaking) Students are able to provide written examples of story elements from a text that contribute to a theme or summary. | | |
|---|---|---|---|---|---|

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		**Cluster: Key Ideas and Details**	**Grade: 8**	**Standard 3 (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.	**Quarter 1:**	**Quarter 2:** Identify elements of literature: • dialogue • plot • characterization Analyze lines of dialogue for: • propelling action • revealing characters • provoking decisions Analyze lines of incidents for: • propelling action • revealing character • provoking decisions	**Quarter 3:**	**Quarter 4:** Identify elements of literature: • dialogue • plot • characterization Analyze lines of dialogue for: • propelling action • revealing characters • provoking decisions Analyze lines of incidents for: • propelling action • revealing character • provoking decisions

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to:

analyze how dialogue or events in a story or drama move the text forward, reveal aspects of a character, or provoke a decision | analyze

particular lines of dialogue or incidents

dialogue

incidents

story

drama

propel the action

reveal aspects of a character

provoke a decision | Students know and are able to:

authors use dialogue or events purposefully

techniques for analyzing elements of a story or drama

identify significant dialogue or events

analyze how dialogue or events move story forward or develop character

Students understand that plot and character development in a story are dynamic and lead to a better understanding of other perspectives and cultures. | **Entering/Beginning** (Reading/Listening) With guidance and support, students are able to locate examples of when and why the story changed. (Writing/Speaking) With guidance and support, students are able to explain how the plot of a story or drama unfolds.

Developing/Expanding (Reading/Listening) Students are able to provide multiple examples from the text of how characters and events impacted the outcome of the story. (Writing/Speaking) Students are able to give an oral or written description of the change of a character over time and the impact of events on that change.

Bridging/Reaching | **EERL.8.3.** Identify which incidents in a story or drama lead to subsequent action. | **Level IV Students will:** **EERL.8.3.** Explain how incidents in a story or drama lead to subsequent incidents. Ex. After reading a book, describe an incident and explain how other incidents lead to it. Ex. After listening to or reading *The Adventures of Huckleberry Finn*, pick a conversation when Huck starts to view Big Jim differently.

Level III Students will: **EERL.8.3.** Identify which incidents in a story or drama lead to subsequent action. Ex. After reading a book and discussing a critical incident in it, identify which incidents lead up to the critical incident. Ex. After the teacher projects a passage on an interactive whiteboard and highlights an incident, highlight two or more incidents that led to the incident. Ex. Use a graphic organizer to link an incident from the story with other incidents that led to it.

Level II Students will: **EERL.8.3.** Given two or more incidents from a book, identify which one led to the other. Ex. Given a cause and effect filled in on a graphic organizer, select and arrow to show the direction of the cause/effect. Ex. Given a list of incidents from the book, identify which one is caused by the others.

Level I Students will: **EERL.8.3.** Sequence two or more incidents from a familiar story. Ex. After reading a story the class created about a classroom activity and given symbolic representations of two incidents, identify which came first and which came last. Ex. After reading/listening to a familiar text and given two story incidents (in text or symbol form), move them into the right order. |

			(Reading/Listening) Students are able to provide multiple examples from the text of a series of events led up to impact the outcome of the story. (Writing/Speaking) Students are able to give an oral or written description of a series of events that led up to impact the outcome of the story.		

College and Career Readiness (CCR) Anchor Standard 4: 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.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 8**	**Standard 4 (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.	**Quarter 1:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify meaning and tone of a text Identify: • analogies • allusions to other texts Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text Analyze the impact of word choices on meaning and tone of a text Analyze the impact of: • analogies • allusions to other texts on meaning and tone	**Quarter 2:**	**Quarter 3:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify meaning and tone of a text Identify: • analogies • allusions to other texts Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text Analyze the impact of word choices on meaning and tone of a text Analyze the impact of: • analogies • allusions to other texts on meaning and tone	**Quarter 4:** Identify: • words and phrases • figurative words and phrases • connotative words and phrases in a text Identify meaning and tone of a text Identify: • analogies • allusions to other texts Determine the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text Analyze the impact of word choices on meaning and tone of a text Analyze the impact of: • analogies • allusions to other texts on meaning and tone

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: determine the meaning of words and phrases based on how they are used in a text understand figurative and connotative meanings analyze the impact of word choices on meaning and tone notice and understand how an author uses analogy or allusions	determine the meaning words and phrases text figurative meaning connotative meaning analyze impact word choice meaning tone analogies allusions	Students know and or are able to: context must be considered when determining the meaning of a word or phrase words and phrases can be used in multiple ways including figuratively or connotatively an author's use of words impacts the meaning and tone of a text techniques for identifying and understanding analogies techniques for identifying and understanding allusions vocabulary: meaning, tone, analogy, allusion determine meaning of unfamiliar words and phrases based on how	**Entering/Beginning** (Reading/Listening) With support and guidance, students are able to show examples of figures of speech in L1 or L2 (Writing/Speaking) With support and guidance, students are able to explain and give examples of figurative language in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to reproduce examples of figures of speech, or figurative language from the text. (Writing/Speaking) Students are able to write a simple explanation, with examples, of figurative language. **Bridging/Reaching** (Reading/Listening) Students are able to give examples the impact of figures of speech, or figurative language on the text or authors purpose. (Writing/Speaking) Students are able to write a simple	**EERL.8.4.** Determine meanings of words and phrases in literature including figurative language.	**Level IV Students will:** **EERL.8.4.** Express meanings of words and phrases in literature including figurative language. Ex. Use an expression of figurative language from a text (e.g., *raining cats and dog, green with envy, big headed*) in a sentence. Ex. After reading *The Secret Life of Walter Mitty*, use the word *cur* as used in the story (e.g., mean, cowardly person) and as it is used to refer to a stray dog (e.g., mongrel dog or mutt). **Level III Students will:** **EERL.8.4.** Determine meanings of words and phrases in literature including figurative language. Ex. Given a text, identify the meaning of *green with envy, big headed,* and *quick as a wink*. Ex. Given figurative language found in the story and shown two different illustrations – one that shows it literally (boy winking) and one that shows it figuratively (boy running), identify which illustration is what the author meant. **Level II Students will:** **EERL.8.4.** Identify multiple meaning words in literature. Ex. Given two pictures depicting the same word with different meanings (e.g., the *yard* of a house and a *yard* as in measurement), identify which illustration depicts what was meant in the text. Ex. Given two pictures depicting the same word with different meanings (e.g., the *bat* with which a ball is hit and a *bat* that is an animal), identify which illustration depicts what was meant in the text. **Level I Students will:** **EERL.8.4.** Identify meaning of words in literature. Ex. Point to a picture depicting a word that came from the text. Ex. Match words found in *The Adventures of Huckleberry Finn* (raft, river, slave man, boy, gun, steamboat) to illustrations.

		they are used in a text identify and explain figurative language with textual support identify and explain connotative language with textual support analyze an author's use of word choice to create meaning and tone identify and analyze how an author uses analogies identify and analyze how an author uses allusions Students understand that an author's word choice shapes the meaning and tone of a text.	explanation, with examples, of the impact of figurative language and figures of speech on the text or author's purpose, meaning or tone.		

College and Career Readiness (CCR) Anchor Standard 5: 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.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 8**	**Standard 5 (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.	**Quarter 1:** Identify structural elements of two or more texts Compare and contrast the structure of two literary texts Analyze how the structure of each text contributes to its meaning and style	**Quarter 2:** Identify structural elements of two or more texts Compare and contrast the structure of two literary texts Analyze how the structure of each text contributes to its meaning and style	**Quarter 3:** Identify structural elements of two or more texts Compare and contrast the structure of two literary texts Analyze how the structure of each text contributes to its meaning and style	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: compare and contrast the structure of two or more texts analyze how the differing structure of each text contributes to its meaning and style	compare and contrast structure texts analyze differing structure of each text contributes to its meaning and style	Students know or are able to: form and structure of a variety of types of literature techniques for comparing and contrasting texts form and structure contribute to meaning and style analyze the form or structure of literature compare and contrast the form or structure of two or more texts analyze how differences in structure impact meaning and style support thinking with textual	**Entering/Beginning** (Reading/Listening) Students are able to match a piece of writing with the correct name (paragraph, stanza, scene) in L2. (Writing/Speaking) Students are able to author different structures including paragraph, stanza, scene in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to demonstrate how a chapter, stanza or scene build on or relate to each other in a L2 text sample. (Writing/Speaking) Students are able to explain and give (oral or written) examples of related chapters, stanzas and or scenes. **Bridging/Reaching** (Reading/Listening) Students are able to give examples of how structural elements of text differ between two literary text samples.	**EERL.8.5.** Compare and contrast the structure of two or more texts.	**Level IV Students will:** **EERL.8.5.** Compare and contrast the structure of two or more texts. Ex. Tell what is the same about the structure of two poems (e.g., "One poem ends in rhymes and another does not end in rhymes."). Ex. Tell what is different about the structure of two stories such as one story has dialogue (e.g., "Tells you what the boy is saying,") and the other does not (e.g., "Just tells you what the boy thinks and does."). **Level III Students will:** **EERL.8.5.** Compare and contrast the structure of two texts with obviously different structures. Ex. Given a story and a poem, tell what is the same and what is different about them (e.g., "The poem is like a song and the story is like a movie."). Ex. Given a story and a drama, tell what is the same and what is different about them (e.g., "The story tells what happens and drama tells what people say."). **Level II Students will:** **EERL.8.5.** Identify common structures used in a familiar texts. Ex. Given a familiar story, tell one thing about the structure (e.g., "It tells about what happens."). Ex. Given a familiar poem, tell one thing about the structure (e.g., "It has words that rhyme."). Ex. Given a familiar story, activate a switch to identify a repeated phrase that is used to create a structure for the story. **Level I Students will:** **EERL.8.5.** After listening to a familiar text, decide if it is a story or a poem. Ex. Responds "yes" or "no" when asked, "Was that a story?" Ex. Points to story after hearing someone read a familiar story.

| | | evidence

Students understand that each element of a text's structure works together to create a cohesive whole and contribute to the overall meaning. | (Writing/Speaking) Students are able to give (oral or written) examples of how a text structure contributes to its meaning or style. | | |
|---|---|---|---|---|---|

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		**Cluster: Craft and Structure**	**Grade: 8**	**Standard 6 (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.	**Quarter 1:** Define: - dramatic irony - suspense - humor Identify characters' points of view Recognize the techniques a writer uses to build suspense Recognize the techniques writers use to add humor Cite examples from the text where characters with different points of view create suspense or humor Analyze how the characters' and the audience's varying points of view create humor and suspense	**Quarter 2:** Define: - dramatic irony - suspense - humor Identify characters' points of view Recognize the techniques a writer uses to build suspense Recognize the techniques writers use to add humor Cite examples from the text where characters with different points of view create suspense or humor Analyze how the characters' and the audience's varying points of view create humor and suspense	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: analyze the effect of differences between the points of view of characters and audience/reader	analyze differences in points of view characters audience reader dramatic irony suspense humor	Students know or are able to: readers are entitled to a point of view that is different from the narrator or characters authors develop points of view to create specific effects vocabulary: dramatic irony, suspense analyze how differences in the points of view of characters and the audience/reader create specific effects Students understand that an author deliberately selects and shapes a point of view to create a specific effect.	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to determine the point of view of a piece of writing and answer if in first or third person in L1 or L2. (Writing/Speaking) With guidance and support, students are able to list the events which demonstrate point of view in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to give examples from L2 text of author's point of view. (Writing/Speaking) Students are able to tell or write how an author's point of view in a text, influences the story. **Bridging/Reaching** (Reading/Listening) Students are able to	**EERL.8.6.** Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	Level IV Students will: **EERL.8.6.** Compare points of view of characters in a story and the audience or reader in a text with suspense or humor. Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character (Amelia) with the point of view of other characters (Amelia's employer) and the reader (e.g., How is Amelia feeling as she is following directions? How do her employers feel? How are we feeling as the reader?). Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with other characters in the story and the reader. Level III Students will: **EERL.8.6.** Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor. Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character with the point of view of the reader (e.g., How is Amelia feeling as she is following directions and how are we feeling as the reader?). Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with the point of view of the reader. Level II Students will: **EERL.8.6.** Identify the point of view of a character in a story that is humorous or suspenseful. Ex. After shared reading of a suspenseful story, identify the point of view of the main character. Ex. After shared reading of a humorous story, identify the point of view of a character. Level I Students will: **EERL.8.6.** Identify a character in a story. Ex. After shared reading of a story, select from choices the name of a character. Ex. After shared reading of a story, select an illustration from the story that shows the

			give examples of a character's point of view and how it influences the audience or reader. (Writing/Speaking) Students are able to tell or write how a character's point of view influences the audience's point of view.		character the story is about.

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		**Cluster: Integration of Knowledge and Ideas**	**Grade: 8**	**Standard 7 (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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Recognize choices directors and actors make Define evaluate Compare and contrast text (story or drama) and live or filmed production Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production Evaluate the outcome/impact of choices made by directors and actors

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze how a filmed or live production of a story or drama stays faithful to or departs from the text or script	analyze filmed produced live production story drama stays faithful to or departs from text script evaluating the choices made by the directors or actors	Students know or are able to: filmed or live production of a story or drama is not always the same as the text or script version techniques for documenting differences between filmed or live production or a story or drama and its written version techniques for evaluating the choices made by director or actors 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 evaluate choices made by directors or	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to give a simple compare/contrast movie vs. book in L1 or L2, using graphic organizers (Writing/Speaking) With guidance and support, students are able to use details from illustrations or media to describe how they helped tell the story in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to use graphic organizers to compare and contrast the same story in two different media formats. (Writing/Speaking) Students are able to write or give short oral description of the choices a director or actor made in a movie that differed from the	**EERL.8.7.** Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.	**Level IV Students will:** **EERL.8.7.** Compare and contrast a filmed or live production of a story or drama to the text or script. Ex. Watch a movie about the Titanic and read the book, *The Last Day on the Titanic*, then compare and contrast the two. Ex. Compare and contrast the script to the production of a play at school. **Level III Students will:** **EERL.8.7.** Compare and contrast a scene from a filmed or live production of a story or drama to the text or script. Ex. Compare and contrast a scene from a movie (e.g., when Mole meets Ratty in *The Wind in the Willows*) with the parallel scene in the text. Ex. Compare and contrast a scene from a movie version of *The Adventures of Tom Sawyer* with the parallel passage in a text-based version of it. **Level II Students will:** **EERL.8.7.** Match a scene in a filmed or live production with the parallel scene in the text version. Ex. After reading a scene from a text version of *The Wind in the Willows*, signal when the scene appears in the film version. Ex. After reading a chapter from *The Incredible Journey*, signal when the scene appears in the movie. **Level I Students will:** **EERL.8.7.** Match illustrations of characters in a book with the characters in a film or live production. Ex. Given pictures of characters from a film production of *The Three Little Pigs*, point to the picture of the appropriate character while the teacher is reading the book. Ex. While watching a film version of *The Wind in the Willows*, point to the corresponding picture of the characters from the book as they appear in the film.

		actors	original text.		
		support thinking with examples from the text	**Bridging/Reaching** (Reading/Listening) Students are able to give examples of how a movie departed from the original text. (Writing/Speaking) Students are able to write or give short oral description of choices a director or actor made that differ from the original text and how they influenced the story.		
		support thinking with examples from the text			
		Students understand that the impact of a story or drama is influenced by the mode in which it is presented.			

Common Core ELA Pacing Guide
8th Grade

<table>
<tr>
<td colspan="5">College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
</tr>
<tr>
<td colspan="2">Strand: Reading Literature</td>
<td>Cluster: Integration of Knowledge and Ideas</td>
<td>Grade: 8</td>
<td>Standard 9 (RL.8.9)</td>
</tr>
<tr>
<td>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.</td>
<td>Quarter 1:</td>
<td>Quarter 2:
Identify:
• theme,
• pattern of events or
• character types

Determine the similarities and differences between a:
• modern work of fiction,
• myth,
• traditional story or
• religious work

Compare/Contrast :
• themes
• patterns of events
• character types
of modern work of
• modern work of fiction,
• myth,
• traditional story or
• religious work

Evaluate how the myths, traditional stories, or religious are rendered new</td>
<td>Quarter 3:</td>
<td>Quarter 4:</td>
</tr>
</table>

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze the connections between a modern work of fiction and myths, traditional stories, or religious works	analyze modern work of fiction themes patterns of events character types myths traditional stories religious works describing how the material is rendered new	Students know or are able to: techniques for analysis between and amongst texts modern texts may reference traditional texts vocabulary: theme, patterns of events, characters analyze the connection between a modern work of fiction and a traditional text by commenting on: theme patterns of events character types how traditional material is rendered new	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to read or listen to an example of a modern fiction or traditional story in L1 or L2. (Writing/Speaking) With guidance and support, students are able to retell a simple modern fiction story or traditional story in L1 or L2. **Developing/Expanding** (Reading/Listening) With guidance and support, students are able to give a simple compare/contrast of modern fiction vs. myth or traditional story in L2, using graphic organizers (Writing/Speaking) Students are able to analyze two or more texts and use evidence from text to show similarities and	**EERL.8.9.** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	**Level IV Students will:** **EERL.8.9.** Compare and contrast themes, patterns of events, or characters across one modern and one traditional story, myth, or religious work. Ex. Compare and contrast the traits of a fairy godmother in a modern tale with the characteristics of a fairy godmother in a traditional version of Cinderella. Ex. Compare and contrast the events of a myth with a common "hero journey" theme with the theme of a modern work with a true hero (e.g., firefighter, police officer, or service member). **Level III Students will:** **EERL.8.9.** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas. Ex. Compare and contrast how Superman and the police both work to keep the law and help people. Ex. Compare and contrast the events in one text with the events of another. **Level II Students will:** **EERL.8.9.** Identify the theme, pattern of events, or characters from a story. Ex. Use a graphic organizer to record the theme, pattern of events, and names of characters from a story. Ex. Given events from a story, arrange the events to identify the pattern in which they appear in the story. Ex. Identify a character that plays a certain role in the story (e.g., good guy, bad guy). **Level I Students will:** **EERL.8.9.** Identify a character in a story. Ex. After shared reading of a story, select from choices the name of a character. Ex. After shared reading of a story, select an illustration from the story that shows the character the story is about.

		Students understand that ideas in modern fiction are connected to traditional texts.	differences. **Bridging/Reaching** (Reading/Listening) Students are able to distinguish between similar elements (theme, patterns of events or character types) of two or more texts (modern work of fiction and myth, traditional story or religious work). (Writing/Speaking) Students are able to analyze two or more elements in a text (theme, patterns of events or character types) over two different texts (modern work of fiction and myth, traditional story or religious work) and provide textual evidence for analysis.		

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Literature		**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 8**	**Standard 10 (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.	**Quarter 1:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 Comprehend in literary texts: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently	**Quarter 2:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 Comprehend in literary texts: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently	**Quarter 3:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 Comprehend in literary texts: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently	**Quarter 4:** Identify/understand in literary text: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 Comprehend in literary texts: • key ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9, independently and proficiently

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending appropriately complex stories and poetry	read and comprehend literature stories dramas poetry grade 6 - 8 text complexity band independently and proficiently	Students know or are able to: techniques for making meaning from difficult stories and poetry techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting, motiving, and appropriate for who they are as readers make meaning from difficult stories, dramas, and poems engage with and appreciate appropriately complex texts Students understand that a reader's	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to answer simple, analytical questions about L2 grade level text. (Writing/Speaking) With guidance and support, students are able to connect personal experiences to grade-level, L2 text. **Developing/Expanding** (Reading/Listening) Students are able demonstrate comprehension of grade level L2 text. (Writing/Speaking) Students are able to write or give an oral summary of grade-level L2 text. **Bridging/Reaching** (Reading/Listening) Students are able to read aloud grade-level,	**EERL.8.10.** **This Essential Element references all elements above.	

		understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.	L2 text. (Writing/Speaking) Students are able to write original, grade-level, L2 text.		

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 1: 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.				
Strand: Reading Informational Text		**Cluster: Key Ideas and Details**	**Grade: 8**	**Standard 1 (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.	**Quarter 1:**	**Quarter 2:** Recognize the difference in explicitly stated information and inference information in a text Determine strongly supporting details for: what is explicitly stated inferences made Make inferences about what is said in the text Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred)	**Quarter 3:** Recognize the difference in explicitly stated information and inference information in a text Determine strongly supporting details for: what is explicitly stated inferences made Make inferences about what is said in the text Analyze and cite details to determine which ones most strongly support the idea (either explicitly or inferred)	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students analyze the meaning of a text by: explaining explicit ideas drawing inferences providing strong pieces of textual evidence to support analysis	textual evidence most strongly supports analysis what the text says explicitly inferences drawn text	Students know or are able to: techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis strength of an analysis depends upon relevant supporting evidence analyze the meaning of a text support analysis with explicit ideas from a text support analysis with inferences about a text prioritize quality of textual evidence to select strong supporting	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to draw an inference from expository text given by the teacher in L1 or L2. (Writing/Speaking) With guidance and support, students are able to give simple one and two word sentences to as evidence for inferences in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to indicate inference in a text. (Writing/Speaking) Students are able to explain in detail and provide textual and other evidence of their inference. **Bridging/Reaching** (Reading/Listening) Students are able to distinguish between	**EERI.8.1.** Cite text to support inferences from informational text.	**Level IV Students will:** **EERI.8.1.** Cite text to support analysis and inferences from informational text. Ex. Using a geography chapter, find the text that defines the climate near the ocean, analyze the climate, and make inferences about the weather. Ex. Using pictures of islands, cities, and farmland, and text about their climates, cite text to determine the climate and make inferences about the weather. **Level III Students will:** **EERI.8.1.** Cite text to support inferences from informational text. Ex. Using a geography chapter with the text that defines the climate near the ocean highlighted, find information to support the inference that it is rainy near the ocean (e.g., The text says it rains more days than it is sunny.). Ex. Use a picture map to support inferences about directions (e.g., Asked, "How do we know what direction to go?," the student responds, "This way – where the arrow is pointing."). **Level II Students will:** **EERI.8.1.** Identify text as a key idea or evidence in a text. Ex. Choose from a list of three or more citations from the text, one that is evidence that cars are faster than a horse and buggy. Ex. Identify the representation of *rain* on a weather map as evidence that it will rain today. **Level I Students will:** **EERI.8.1.** Identify a type of informational text. Ex. Select from two choices, the one that has phone numbers (e.g., Point to phonebook when asked, "Where do you find a number to call on the phone?"). Ex. Select from two choices, the one that provides information about the weather (e.g., Point to a weather map when presented with a weather map and a storybook and asked, "What tells you about the weather?").

		examples Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by several pieces of strong textual evidence.	details in an expository text that do or do not support its meaning. (Writing/Speaking) Students are able to write or give oral examples of inferences in a text and how they support the text's meaning.		

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 2:				
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational Text		**Cluster: Key Ideas and Details**	**Grade: 8**	**Standard 2 (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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify: • the central idea of a text • ideas that support the central idea Determine the relationship of ideas that support the central idea Analyze the development of the central idea over the course of the text Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: objectively summarize a variety of informational texts including an analysis of the development of a central idea over the course of a text and its relationship to supporting details	determine central idea text analyze its development relationship to supporting details objective summary	Students know or are able to: the qualities of an objective summary central ideas are developed over the course of a text informational texts use particular details to convey a central idea summarize a text objectively analyze the development of a central idea over the course of a text explain the relationship between supporting ideas and central idea Students understand that analyzing the development of a central idea or theme	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to summarize from multiple related informational sources in L1 or L2. (Writing/Speaking) With guidance and support, students are able to justify how details support central idea in L1 or L2 informational texts. **Developing/Expanding** (Reading/Listening) Students are able to trace the development of details through text. (Writing/Speaking) Students are able to give an oral or written analysis of the development of two or more ideas throughout the text. **Bridging/Reaching** (Reading/Listening) Students are able to	**EERI.8.2.** Provide a summary of a familiar informational text.	**Level IV Students will:** **EERI.8.2.** Provide a summary of an informational text. Ex. Given a history text, summarize the key events. Ex. Complete a partially filled in graphic organizer by providing elements from a science text that relate to the central idea that is already provided. **Level III Students will:** **EERI.8.2.** Provide a summary of a familiar informational text. Ex. Use a graphic organizer to record the essential information from a familiar informational text and then use the completed organizer while telling a summary of the information. Ex. Use writing strategy software that coaches the student to record the essential information and then generate a summary. **Level II Students will:** **EERI.8.2.** Identify a summary that reflects a familiar informational text. Ex. Given two or more summaries, select the one that best matches a familiar informational text. Ex. Given two or more summaries of historical events, match each summary to a familiar informational text. **Level I Students will:** **EERI.8.2.** Identify parts of a familiar informational text. Ex. After shared reading of a familiar informational text, identify an illustration from a familiar informational text. Ex. After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud from a familiar informational text.

		over the course of a text leads to a better understanding of other perspectives and cultures.	indicate how the development of a central idea over an informational text leads to better understanding. (Writing/Speaking) Students are able to give a written or oral comparison of the development of similar ideas over two or more informational texts.		

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational Text		**Cluster: Key Ideas and Details**	**Grade: 8**	**Standard 3 (RI.8.3)**
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Define: • compare/contrast • analogies • categorization Identify : • individuals • events • ideas within a text Compare how: • individuals • ideas • events are connected (including classification and analogies) Contrast the distinctions between: • individuals • ideas • events within a text (including classification and analogies)	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: analyze connections among and distinctions between individuals, ideas, or events in a text	analyze connections among distinctions between individuals ideas events text	Students know or are able to: techniques for tracing connections among individuals, ideas, or events techniques for tracing distinctions between individuals, ideas, or events an author deliberately selects and organizes information analyze how an author makes connections among individuals, ideas, or events analyze how an author makes distinctions between individuals, ideas, or events	**Entering/Beginning** (Reading/Listening) Students are able to demonstrate knowledge of simple details supporting the main idea of an informational text. (Writing/Speaking) Students are able to give a short and simple written or oral description of the development of events over a text. **Developing/Expanding** (Reading/Listening) Students are able to analyze how ideas and events interact over time in an informational text. (Writing/Speaking) Students are able to explain in detail the development between people, places, events or ideas from text. **Bridging/Reaching** (Reading/Listening) Students are able to analyze how an author	**EERI.8.3.** Make connections between key individuals or events in a text.	**Level IV Students will:** **EERI.8.3.** Make connections and distinctions between key individuals and events in a text. Ex. Draw a timeline listing key events and make connections between them (e.g., storms and floods). Ex. After reading and discussing a historical text, make connections between key individuals given paired choices (e.g., Theodore "Teddy" Roosevelt and Franklin D. Roosevelt were President). **Level III Students will:** **EERI.8.3.** Make connections between key individuals or events in a text. Ex. Pick out the adult and child in an informational text and identify the connection between them (e.g., the adult takes care of the child). Ex. Put events in an informational text in order and identify the connection between them (e.g., Someone started a campfire and the trees burned.). Ex. Use a story map to outline key individuals and key events in a text. **Level II Students will:** **EERI.8.3.** Identify a character or event in a text and compare to another character or event. Ex. Identify a character in a newspaper article and compare to another individual in the paper (i.e., sports page – football player, soccer player). Ex. Given pictures of three familiar people (e.g., cook, principal, teacher) and then read three dialogues to them, match the person who said it and where it took place (e.g., cafeteria, classroom, intercom). Ex. Given pictures of two people, one from American History (e.g., Thomas Jefferson) and one from World History (e.g., Napoleon), compare their dress and appearance. **Level I Students will:** **EERI.8.3.** Identify an individual or event in a text. Ex. After shared reading and discussion of an informational text, select from choices an illustration that shows an individual or event from the text (e.g., point to a picture of an animal or a boy from an informational text about caring for animals).

| | | support thinking with specific information from the text

Students understand that a text's presentation of an individual, event, or idea also shapes a reader's understanding of other perspectives and cultures. | makes connections between events, or ideas in a text. (Writing/Speaking) Students are able to give oral or written examples of how an author draws distinctions between ideas or events in a text. | | |
|---|---|---|---|---|---|

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 4: 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.				
Strand: Reading Informational Text		**Cluster: Craft and Structure**	**Grade: 8**	**Standard 4 (RI.8.4)**
	Quarter 1:	**Quarter 2:** Identify: • words and phrases • figurative words and • phrases • connotative words and phrases • technical words and phrases in a text Identify words and phrases that include analogies and allusions to other texts, in a text Determine the meaning of words and phrases, including the: • figurative • connotative • technical meanings of words and phrases as used in a text Analyze the impact of word choice on meaning and tone Analyze the impact of the use of analogies and allusions to other texts on meaning and tone	**Quarter 3:** Identify: • words and phrases • figurative words and • phrases • connotative words and phrases • technical words and phrases in a text Identify words and phrases that include analogies and allusions to other texts, in a text Determine the meaning of words and phrases, including the: • figurative • connotative • technical meanings of words and phrases as used in a text Analyze the impact of word choice on meaning and tone Analyze the impact of the use of analogies and allusions to other texts on meaning and tone	**Quarter 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.				

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: use clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text analyze the impact of word choice on meaning and tone notice and understand how an author uses analogy or allusions	determine the meaning words and phrases figurative meaning connotative meaning technical meaning "analyze the impact" word choice meaning tone analogies allusions	Students know or are able to: context must be considered when determining the meaning of a word or phrase words and phrases can be used in multiple ways including figuratively or connotatively an author's use of words impacts the meaning and tone of a text techniques for identifying and understanding analogies techniques for identifying and understanding allusions vocabulary: meaning, tone, analogy,	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to show examples of figures of speech in L1 or L2 (Writing/Speaking) With guidance and support, students are able to explain and give examples of figurative language in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to identify figurative and literal speech in technical writing. (Writing/Speaking) Students are able to explain how an author's word choice influences tone. **Bridging/Reaching** (Reading/Listening) Students are able to determine meaning of unfamiliar words or phrases from context.	**EERI.8.4.** Determine meanings of words and phrases in informational text including figurative language.	**Level IV Students will:** **EERI.8.4.** Express meanings of words and phrases in informational text including figurative language. Ex. Use an expression of figurative language from an informal text (e.g., "I have a dream") to write a sentence. **Level III Students will:** **EERI.8.4.** Determine meanings of words and phrases in literature including figurative language. Ex. Given figurative language from a weather report and shown two different illustrations – one that shows it literally (*large amounts of rain*) and one that shows it figuratively (*raining cats and dogs*), determine which illustration is what the author meant. **Level II Students will:** **EERI.8.4.** Identify the meaning of multiple meaning words as they are used in informational text. Ex. Given two pictures depicting the same word with different meanings (e.g., *park* a car and a national *park*), identify which illustration depicts what was meant in an informational text about national parks. Ex. Given two pictures depicting the same word with different meanings (e.g., a *rock* on the ground and *rock* in a rocking chair), identify which illustration depicts what was meant in a physical science text. **Level I Students will:** **EERI.8.4.** Identify a word from an informational text. Ex. After shared reading of a text, identify a word from it (e.g., point to an illustration of a frog in a book about frogs). Ex. After shared reading of a text about space in which illustrations were included, respond to indicate a word from the text (e.g., Select the picture of a spaceship when asked, "Was this in the text?," when presented with the picture of a spaceship, a lake, and a building.).

		allusion	(Writing/Speaking) Students are able to explain, with examples, how an author uses analogies, word choice and allusion to impact meaning and tone of text.		
		determine meaning of unfamiliar words and phrases based on how they are used in a text;			
		identify and explain figurative language with textual support			
		identify and explain connotative language with textual support			
		analyze an author's use of word choice to create meaning and tone			
		identify and analyze how an author uses analogies			
		identify and analyze how an author uses allusions			
		Students understand that an author's word choice shapes the meaning and tone of a text.			

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 5: 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.				
Strand: Reading Informational Text		**Cluster: Craft and Structure**	**Grade: 8**	**Standard 5 (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.	**Quarter 1:**	**Quarter 2:** Identify : • different roles of sentences • structure of a specific paragraph in an informational text Analyze the: • role that a particular sentence plays in the paragraph in developing and refining the key concept • structure of specific sentences in developing the paragraph	**Quarter 3:** Identify : • different roles of sentences • structure of a specific paragraph in an informational text Analyze the: • role that a particular sentence plays in the paragraph in developing and refining the key concept • structure of specific sentences in developing the paragraph	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze the structure of a text including: structure of individual paragraphs role of particular sentences in developing and refining a key concept	analyze in detail structure text role developing and refining key concept	Students know or are able to: common qualities of paragraphs sentences within a paragraph work together to develop or refine a concept use writing or speaking to: analyze the structure of a paragraph analyze the role of particular sentences within a paragraph to develop or refine a key concept Students understand that each element of a text's structure works together to create a cohesive whole and develop ideas.	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to identify sentence structure in a text (using examples) and explain its purpose in L1 or L2. (Writing/Speaking) With guidance and support, students are able to define different sentence structures in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to construct a model to show writing in chapters or sections and how it contributes to the understanding for the reader (Writing/Speaking) Students are able to write a piece in chapters or sections when appropriate **Bridging/Reaching** (Reading/Listening)	**EERI.8.5.** Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).	**Level IV Students will:** **EERI.8.5.** Determine a topic sentence and two supporting details or example. Ex. Identify the topic sentence/main idea and two additional facts about it (e.g., The topic is Africa; there are tigers in Africa and there is not enough water.). Ex. Retell main idea of an informational passage (e.g., Many animals live in the desert; the desert is dry; there are plants). **Level III Students will:** **EERI.8.5.** Determine the role of sentences in a paragraph (e.g., topic sentence, details, and examples). Ex. In the provided paragraph, identify the topic sentence and a sentence providing a supporting detail. Ex. Underline the topic sentence and a detail in a passage displayed on an interactive whiteboard. **Level II Students will:** **EERI.8.5.** Identify a detail. Ex. Using a paragraph projected on an interactive whiteboard, underline a detail in an article. Ex. Given two sentences, underline the sentence containing a detail from an informational passage (e.g., Sally is a girl that works in the store.). **Level I Students will:** **EERI.8.5.** Indicate bold print or a highlighted word. Ex. Point to a bolded print word from a sentence.

			Students are able to indicate how a topic sentence, details and examples in an informational paragraph develop the idea of the paragraph. (Writing/Speaking) Students are able to write an informational paragraph using a topic sentence, details and examples to develop and refine a concept.		

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	**Cluster: Craft and Structure**	**Grade: 8**	**Standard 6 (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.	**Quarter 1:** Determine the author's point of view or purpose Identify : • evidence the author uses to support his/her viewpoint/purpose • conflicting evidence or viewpoints presented in a given text Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints Analyze the techniques the author uses to respond to conflicting evidence Support your analysis with examples from the text	**Quarter 2:** Determine the author's point of view or purpose Identify : • evidence the author uses to support his/her viewpoint/purpose • conflicting evidence or viewpoints presented in a given text Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints Analyze the techniques the author uses to respond to conflicting evidence Support your analysis with examples from the text	**Quarter 3:** Determine the author's point of view or purpose Identify : • evidence the author uses to support his/her viewpoint/purpose • conflicting evidence or viewpoints presented in a given text Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints Analyze the techniques the author uses to respond to conflicting evidence Support your analysis with examples from the text	**Quarter 4:** Determine the author's point of view or purpose Identify : • evidence the author uses to support his/her viewpoint/purpose • conflicting evidence or viewpoints presented in a given text Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints Analyze the techniques the author uses to respond to conflicting evidence Support your analysis with examples from the text

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: determine an author's point of view or purpose analyze how the author acknowledges and responds to conflicting evidence or viewpoints	determine author's point of view author's purpose analyze acknowledges and responds conflicting evidence or viewpoints	Students know or are able to: techniques an author uses to develop point of view or purpose techniques an author uses to distinguish his/her point of view from that of others techniques an author uses to respond to conflicting viewpoints or evidence determine an author's point of view or purpose analyze how an author acknowledges and responds to conflicting evidence Students understand that an author deliberately selects and shapes a point of view or purpose.	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to give simple one or two word examples from an L1 or L2 text that illustrate a character or author's point of view. (Writing/Speaking) With guidance and support, students are able to string together multiple, simple sentences in L2 to describe point of view and the events of a story **Developing/Expanding** (Reading/Listening) Students are able to determine the point of view of a piece of writing and how it impacts content (Writing/Speaking) Students are able to list the events which were influenced by point of	**EERI.8.6.** Determine an author's purpose or point of view.	**Level IV Students will:** **EERI.8.6.** Determine an author's purpose and point of view and identify an opposing point of view. Ex. When presented with two texts on the same topic but from different viewpoints, identify the authors' different perspectives. **Level III Students will:** **EERI.8.6.** Determine an author's purpose or point of view. Ex. After reading an informational text, state the author's purpose (e.g., After reading about Africa, answer, "What is the author trying to tell you?," say "About animals in Africa."). Ex. After watching a television commercial online (YouTube) or an advertisement printed in a magazine, identify the product and what the commercial wants you to do (e.g., What does the commercial say that convinces you about the product? What in the commercial makes you want to buy the product?). **Level II Students will:** **EERI.8.6.** Identify a resource based on its purpose. Ex. Select text about snakes from at least three different options. **Level I Students will:** **EERI.8.6.** Request a resource. Ex. Ask for a resource by topic or purpose, (e.g., The teacher says, "What do you want to read about?," and the student says, "tigers."). Ex. Use a preprogrammed C device to request an informational text by topic or purpose.

			view. **Bridging/Reaching** (Reading/Listening) Students are able to indicate places in an informational text where the author acknowledges conflicting points of view. (Writing/Speaking) Students are able to list the evidence in an informational text that conflicts with the author's point of view.		

Common Core ELA Pacing Guide
8ᵗʰ Grade

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*			
Strand: Reading Informational Text	**Cluster: Integration of Knowledge and Ideas**	**Grade: 8**	**Standard 7 (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.	**Quarter 1:** Identify mediums of different types: - print - digital - video - multimedia Define evaluate Use different mediums Evaluate the advantages of using: - print - digital - video - multimedia to present a topic or idea Evaluate the disadvantages of using: - print - digital - video - multimedia to present a topic or idea	**Quarter 2:**	**Quarter 3:** Identify mediums of different types: - print - digital - video - multimedia Define evaluate Use different mediums Evaluate the advantages of using: - print - digital - video - multimedia to present a topic or idea Evaluate the disadvantages of using: - print - digital - video - multimedia to present a topic or idea	**Quarter 4:** Identify mediums of different types: - print - digital - video - multimedia Define evaluate Use different mediums Evaluate the advantages of using: - print - digital - video - multimedia to present a topic or idea Evaluate the disadvantages of using: - print - digital - video - multimedia to present a topic or idea

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	evaluate advantages and disadvantages using different mediums print digital text video multimedia present a particular idea or topic	Students know or are able to: different mediums that can be used to present a topic or idea (including print text, digital text, video, multimedia) advantages and disadvantages of using different mediums to present a topic or idea evaluate the advantages and disadvantages of using a specific medium to present a topic or idea Students understand that a reader's understanding of information is influenced by the mode in which it is presented.	**Entering/Beginning** (Reading/Listening) Students are able to identify pictures and other elements of media that help convey information. (Writing/Speaking) With guidance and support, students are able to talk about which details of the illustrations or images help tell the story in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to create a model from other forms of media to support a piece of writing. (Writing/Speaking) Students are able to use details from illustrations or media to describe how they helped tell the story. **Bridging/Reaching** (Reading/Listening)	**EERI.8.7.** Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.	**Level IV Students will:** **EERI.8.7.** Use the best media to create a project using a media source. Ex. Use a computer to type a journal entry. Ex. Record a report on audio recording equipment. Ex. Use PowerPoint to create a presentation. **Level III Students will:** **EERI.8.7.** Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea. Ex. Choose a medium for listening to music (e.g., DVD player or MP3 player). Ex. Choose a medium for seeing and hearing another person not in the same room (e.g., Skype) or just hearing another person not in the same room (e.g., cell phone). Ex. Choose the best medium for checking the spelling of a word (e.g., spell check or dictionary). Ex. Given three possible sources, select the one that is best for the stated use (e.g., "Which would be used to see what is on TV tonight?" Possibilities include TV guide, dictionary, or catalog). **Level II Students will:** **EERI.8.7.** Recognize different functions of media sources. Ex. Recognize that one types on a computer (e.g., "What can you do on a computer?"). Ex. Recognize that one can watch a movie on a TV or computer (e.g., "What can you use to watch a movie?"). **Level I Students will:** **EERI.8.7.** Identify media sources. Ex. Point to a TV when named. Ex. Point to a computer when named.

			Using a specific example, students are able to determine the advantage or disadvantage of a type of media to give information. (Writing/Speaking) Students are able to give a written or oral evaluation of the advantages or disadvantages of using a certain type of media to present a specific topic.		

College and Career Readiness (CCR) Anchor Standard 8: 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.				
Strand: Reading Informational Text		**Cluster: Integration of Knowledge and Ideas**	**Grade: 8**	**Standard 8 (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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Define and identify: • relevant/irrelevant evidence • sufficient/insufficient evidence • sound/unsound reasoning in informational text Delineate the argument and specific claims in a text Classify: • evidence as relevant/irrelevant • reasoning as sound/unsound • evidence as sufficient/insufficient in informational text Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: delineate arguments from specific claims evaluate arguments and specific claims assess reasoning behind an argument and claims assess the relevancy of evidence used to support the claim recognize when irrelevant evidence is introduced	delineate evaluate argument specific claims text assess reasoning is sound evidence is relevant and sufficient irrelevant evidence	Students know or are able to: techniques for delineating the argument and claims in a text techniques for evaluating argument and claims in a text techniques for recognizing irrelevant evidence trace an argument and claims through a text; include specific details evaluate an argument and claims assess whether reasoning is sound assess whether evidence is relevant and sufficient recognize when	**Entering/Beginning** (Reading/Listening) With guidance and support, students can identify key details that support a claim in a text in L1 or L2. (Writing/Speaking) With guidance and support, students can answer questions from a text using supporting details in L1 or L2. **Developing/Expanding** (Reading/Listening) Students can identify the author's claim and their supporting evidence at grade level. (Writing/Speaking) Students can justify and defend explanations with evidence **Bridging/Reaching** (Reading/Listening) Students can identify evidence of sound reasoning in a text at grade level. (Writing/Speaking)	**EERI.8.8.** Determine whether claims in a text are fact or opinion.	**Level IV Students will:** **EERI.8.8.** Determine whether claims in a text are fact or opinion and identify evidence to support facts. Ex. Determine whether stated information is *true* or *false* and point to the text. Ex. State the reason something is real or fantasy (e.g., "Animals don't really talk, houses don't fly, people don't fly."). **Level III Students will:** **EERI.8.8.** Determine whether claims in a text are fact or opinion. Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as *I think, I believe, I feel* (e.g., *The water comes from rivers versus I think that people should take better care of the rivers.*). **Level II student will:** **EERI.8.8.** Identify a factual statement from a text. Ex. After reading a text with the teacher and a small group to determine which claims are fact, identify whether a statement is factual about a text (e.g., "Is the text we read about frogs catching flies with its tongue?"). Ex. After reading and discussing a book with an adult to determine the facts it states, identify a fact from choices. **Level I Students will:** **EERI.8.8.** Respond to a statement about a passage. Ex. After shared reading of an informational passage, repeat a word or phrase from the passage. Ex. After shared reading of an informational passage, nod to agree when the teacher repeats a statement from the passage.

| | | irrelevant evidence is introduced

Students understand that the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence. | Students can provide oral or written examples of relevant and sufficient evidence in a text. | | |
|---|---|---|---|---|---|

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Informational Text		**Cluster: Integration of Knowledge and Ideas**	**Grade: 8**	**Standard 9 (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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify differences or conflicting information Recognize facts or Interpretations Identify criteria for analyzing Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: analyze conflicting information about a single topic provided by two or more texts	analyze two or more texts conflicting information same topic matters of fact interpretation	Students know or are able to: texts disagree techniques for identifying where texts disagree difference between fact and interpretation analyze conflicting information provided by two or more texts about the same topic Students understand that the evidence and interpretations of facts in a text are deliberately selected by author to influence the reader.	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to use a graphic organizer to identify facts of an informational text in L1 or L2. (Writing/Speaking) Students are able to provide oral or written examples of evidence from an informational text in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to determine which evidence is relevant to the informational text. (Writing/Speaking) Students are able to analyze two or more texts on the same topic using evidence to support comparisons and contrasting information **Bridging/Reaching**	**EERI.8.9.** Compare and contrast the key information in two different texts on the same topic.	**Level IV Students will:** **EERI.8.9.** Compare and contrast the key information in more than two different texts on the same topic. Ex. Provided a school's football schedule, school poster, and a local sports article about the team, identify key information such as the next game, teams, score, etc. **Level III Students will:** **EERI.8.9.** Compare and contrast the key information in two different texts on the same topic. Ex. Tell how two texts give different information on the same topic (e.g., The teacher asks, "Where can frogs live?" and the students respond, "Frogs can live in a pond. Frogs can live in trees."). Ex. Compare information from two books on the same geography topic (e.g., The teacher asks, "Both books are about the desert. What do both tell you about the desert?," and the student responds, "It is hot. It is dry."). **Level II Students will:** **EERI.8.9.** Identify a fact from informational text. Ex. After reading an informational text, tell whether a fact was stated in the text (e.g., "Did we learn that George Washington was the first president?"). Ex. After reading an informational text, identify from choices a fact from the text. Ex. After teacher shares informational text about cloud types, identify a picture showing cumulus clouds. **Level I Students will:** **EERI.8.9.** Identify a fact. Ex. After shared reading and discussion of an informational text in which the teacher repeats facts read, identify a fact that answers a simple what question about the text using partner-assisted scanning or eye gaze. Ex. During shared reading of informational text, use a switch, a nod, or answer "yes" or "no" when the teacher asks, "Did we read . . . ?"

			(Reading/Listening) Students are able to identify conflicting facts in two informational texts on the same topic (Writing/Speaking) Students are able to analyze two or more informational texts on the same topic and identify: either differences, conflicting information, or disagreement in facts or interpretation.		

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Informational Text		**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 8**	**Standard 10 (RI.8.10)**
	Quarter 1:	**Quarter 2:**	**Quarter 3:**	**Quarter 4:** Identify/understand: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 Comprehend independently: • key Ideas and details • craft and structure • integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9
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.				

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with scaffolding as needed: read and actively engage in comprehending appropriately complex informational texts	read and comprehend literary nonfiction text complexity band independently and proficiently	Students know: techniques for making meaning from appropriately difficult informational text techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting, motiving, and appropriate for who they are as readers make meaning from difficult literary nonfiction engage with and appreciate difficult texts Students understand that a reader's understanding of	**Entering/Beginning** (Reading/Listening) With help and guidance, students are able to demonstrate comprehension of a story by identifying main ideas and details in L1 or L2. (Writing/Speaking) With help and guidance, students are able to summarize texts in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to answer analytical questions about grade level text. (Writing/Speaking) Students are able to connect personal experiences to text. **Bridging/Reaching** (Reading/Listening) Students are able to demonstrate productive interaction with rigorous nonfiction text.	**EERI.8.10.** **This Essential Element references all elements above.	

		and appreciation for a text grows through deep thinking and active collaboration with others about texts.	(Writing/Speaking) Students are able to write original reflections on and response to ideas in complex, grade-level expository texts.		

College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 8**	**Standard 1 (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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify and explain: • accurate, credible sources • phrases and clauses that create cohesion and clarify relationships • claims; alternate, counter-or opposing claims • relevance and evidence • argument • concluding statement • formal style Determine how to introduce claims, acknowledge or distinguish alternate or opposing claims Organize reasons and evidence logically Build support for claims with logical reasoning and relevant evidence; distinguish between relevant and irrelevant evidence Evaluate sources for credibility and accuracy Demonstrate understanding of topic or text Create cohesion and clarify relationships	**Quarter 4:** Identify and explain: • accurate, credible sources • phrases and clauses that create cohesion and clarify relationships • claims; alternate, counter-or opposing claims • relevance and evidence • argument • concluding statement • formal style Determine how to introduce claims, acknowledge or distinguish alternate or opposing claims Organize reasons and evidence logically Build support for claims with logical reasoning and relevant evidence; distinguish between relevant and irrelevant evidence Evaluate sources for credibility and accuracy Demonstrate understanding of topic or text Create cohesion and clarify relationships

				among claims(s), counterclaims, reasons, and evidence using words, phrases, or clauses Establish and maintain a formal style Plan a concluding statement or section that follows from and supports the argument presented Write an argument which: • support claims with clear, logical reasons and relevant evidence • introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims • demonstrates logical organization of reasons and evidence • cites credible and accurate sources of information • demonstrates an understanding of the topic or text • uses words, phrases, and • clauses to create cohesion and • clarify relationships among claim(s), counterclaims, reasons and evidence • establishes and maintains a formal style provides a concluding statement that follows from and supports the argument presented	among claims(s), counterclaims, reasons, and evidence using words, phrases, or clauses Establish and maintain a formal style Plan a concluding statement or section that follows from and supports the argument presented Write an argument which: • support claims with clear, logical reasons and relevant evidence • introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims • demonstrates logical organization of reasons and evidence • cites credible and accurate sources of information • demonstrates an understanding of the topic or text • uses words, phrases, and • clauses to create cohesion and • clarify relationships among claim(s), counterclaims, reasons and evidence • establishes and maintains a formal style • provides a concluding statement that follows from and supports the argument presented

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students write arguments to support claims with clear reasons, relevant evidence, and: an introduction that states the claim and acknowledges and distinguishes opposing claims a logical structure for organizing reasons and evidence claims supported with logical reasoning claims supported with accurate and credible sources a clear understanding of the topic clear relationships between claims, counterclaims, reasons, and evidence with words, phrases, and clauses	argument support claims clear reasons relevant evidence introduce claim acknowledge and distinguish alternate or opposing claim logical reasoning organize reasons and evidence clearly accurate, credible sources "demonstrating an understanding of the topic or text" create cohesion clarify relationships	Students know or are able to: the difference between argument and opinion what counterarguments are and how to identify, form, and use them techniques for selecting the best evidence (accurate, credible sources) to support their claim arguments demonstrate an understanding of the topic and state and support a claim techniques for creating cohesion and clarifying relationships among claims, reasons, counterclaims, and evidence (words,	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to answer analytical questions about grade level text in L1 or L2. (Writing/Speaking) With guidance and support, students are able to produce simple argumentative pieces with claims and evidence using scaffolding and sentence starters in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to indicate how a particular reasoning is valid in the text (Writing/Speaking) Students are able to produce extended argumentative pieces at grade level with claims and evidence **Bridging/Reaching** (Reading/Listening)	**EEW.8.1.a-b.** Write an argument to support claims with one clear reason or piece of evidence. c. N/A d. N/A e. N/A	**Level IV Students will:** **EEW.8.1.a-b.** Write an argument to support claims with clear reasons or evidences. Ex. Write a claim about the class election (e.g., *Joe is best*) and an argument to support the claim (e.g., *he is friend*) and two or more reasons (e.g., *he nice, smart*). Ex. Write a claim (e.g., *School uniforms are bad.*) and an argument to support it (e.g., *They are ugly.*) with two or more reasons (e.g., *Brown is ugly. White is ugly. Sweater ugly.*). Ex. Write a claim about the school rules (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and reasons why the rule exists (e.g., *Someone hurt and mad. Not nice.*). **EEW.8.1.c-e.** N/A **Level III Students will:** **EEW.8.1.a-b.** Write an argument to support claims with one clear reason or piece of evidence. Ex. Write a claim about the class election (e.g., *Joe is best*) and an argument to support the claim (e.g., *he is friend*) and a reason (e.g., *he is good*). Ex. Write a claim (e.g., *School uniforms are bad.*) and an argument to support it (e.g., *too hard*) with a reason (e.g., *lots of buttons*). Ex. Write a claim (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and a reason (e.g., *someone hurt*). **EEW.8.1.c-e.** N/A **Level II Students will:** **EEW.8.1.a-b.** With teacher guidance and support, write a claim with one clear reason or piece of evidence. Ex. Write Joe is the best when asked to write about the upcoming class election, and after a teacher-led discussion of possible reasons, add an argument or reason to support it. Ex. Write claim when asked about a school policy (e.g., *uniforms bad*), and following a teacher-led discussion, work with a peer to add an argument or reason to support it. Ex. Write when asked about a school rule (e.g., *No fighting at school.*), and following

a formal style conclusion that is related to and supports the argument	among claims , counterclaims, reasons and evidence formal style concluding statement or sections that follows from and supports argument	phrases, and clauses) writing style is adjusted based on audience and purpose the difference between formal and informal style arguments follow a predictable structure (e.g. introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and supporting concluding statement) identify qualities of arguments, write an argument to support a claim, acknowledge and distinguish claim from alternate or opposing claims,	Students are able to indicate certain words, phrases or clauses that emphasis an author's claim (Writing/Speaking) Students are able to produce extended, well-developed, argumentative pieces at grade level that highlight counterclaims to a thesis and include a concluding argument.		a group brainstorming activity, add one argument or reason to support it. **EEW.8.1.c-e.** N/A **Level I Students will:** **EEW.8.1.a-b.** With guidance and support, state agreement or disagreement with claims written by peers. Ex. After a peer writes, state agreement or disagreement (e.g., After a peer writes, *uniforms are bad.*, indicate "Yes" when asked, "Do you agree? Are the uniforms bad?") and then using assistive technology, type letters or words providing a reason. Ex. After a peer writes, use a switch to agree or disagree (e.g., *Joe is best*), the student indicates "No" when asked, "Do you agree? Is Joe best for class president?"), and observe as the teacher adds the student's name to the "Joe is best" chart and reads all the names aloud. Ex. After a peer writes, indicate agreement or disagreement with a claim (e.g., A peer writes, *principal has gray hair*, signal thumbs up to indicate agreement and thumbs down to indicate disagreement). **EEW.8.1.c-e.** N/A

		use logical reasoning and relevant evidence (credible sources) to support claim, demonstrate understanding of topic use words, phrases, and clauses to clarify relationships and create cohesion, write with a formal style write with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion that supports argument), Students understand that well-developed arguments express a point-of-view and are supported by relevant evidence.			

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 8**	**Standard 2 (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	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify topic Select relevant content for topic Identify transitions Identify precise language and domain-specific vocabulary Identify formal style Identify a conclusion for the topic that follows from and supports the information or explanation presented Organize: • ideas • concepts • information into broader categories Analyze and organize relevant content : • using facts • definitions • concrete details • quotations	**Quarter 4:**

			to develop the topic	
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.			Select appropriate and varied transitions to create cohesion and clarify relationships Determine precise language and domain specific vocabulary Determine an effective, supportive conclusion for the topic or section that follows from and supports the information or explanation presented	

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students create informative / explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by: introducing the topic clearly previewing what is to follow organizing ideas, concepts, and information into broader categories including purposeful formatting, graphics, and multimedia developing a topic fully through relevant, well-chosen facts, definitions, concrete details, and quotations using a variety of transitional words, phrases, and clauses to create cohesion and clarify	informative / explanatory texts examine a topic convey ideas, concepts, information selection, organization, and analysis of relevant content introduce a topic previewing what is to follow organize ideas, concepts, information broader categories definition classification comparison/contrast	Students know or are able to: informative / explanatory texts: examine a topic convey ideas, concepts, and information select, organize, and analyze relevant content use strategies such as definition, classification, comparison/contrast, and cause/effect use formatting (e.g. headings), graphics, and multimedia to aid comprehension follow a predictable structure (e.g. introduce topic, preview what is to follow, develop topic, concluding	**Entering/Beginning** (Reading/Listening) With prompting, students are able to answer simple questions about grade level nonfiction text. (Writing/Speaking) Students are able to produce simple informational text at grade level (Eg. "How to" processes or class surveys) **Developing/Expanding** (Reading/Listening) Students are able to answer analytical questions about grade level nonfiction text. (Writing/Speaking) Students are able to produce extended expository or informational text at grade level **Bridging/Reaching** (Reading/Listening) Students are able to	**EEW.8.2.a-b.** Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. c. N/A d. N/A e. N/A f. N/A	**Level IV Students will:** **EEW.8.2.a-b.** Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., *I like cooking.*), writing a paragraph about favorite foods to cook with a reason (e.g., *I like make gril ches* [grilled cheese], *mac n chees* [macaroni and cheese]. *I like melt ches* [melted cheese].) and favorite desserts (e.g., *I like make* [making] *hot fuj sunda* [fudge sundaes] with *ice crem sprinkls* [cream sprinkles]. *Ice crem* [cream] *is cold and swet* [sweet].). **EEW.8.2.c-e.** N/A **Level III Students will:** **EEW.8.2.a-b.** Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., *I like cooking.*), facts and details about it (e.g., *like pancake* [pancakes], *cereal, gril ches* [grilled cheese], *mac n ches* [macaroni and cheese]), and then add pictures of favorite foods on the printed document. Ex. Write about a topic assigned by the teacher clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product. **EEW.8.2.c-e.** N/A **Level II Students will:** **EEW.8.2.a-b.** With guidance and support, write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about the student's hobbies, select a hobby (e.g., cooking) and then select words from the word bank (e.g., pancakes, cereal, mac n cheese [macaroni and cheese]) and use spelling (e.g., *I like to cook.*) to write about the topic. Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about a class subject, write about a topic assigned by the teacher clearly

relationships among ideas and concepts using precise word choice including domain-specific vocabulary establishing a formal style ending with a relevant and supportive concluding statement or section	cause/effect formatting graphics, multimedia develop the topic relevant, well-chosen facts, definitions, concrete details appropriate and varied transitions create cohesion clarify the relationships precise language domain-specific vocabulary formal style concluding statement that follows from and supports the information or	statement) develop topic with relevant, well-chosen facts, definitions, concrete details, quotations, examples, and other information use appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts use precise language and domain-specific vocabulary to inform about and explain the topic use elements of formal style use a concluding statement or section that follows from and supports the information or explanation provided vocabulary:	demonstrate their comprehension of complex information in grade-level explanatory texts by using text features, graphs and illustrations. (Writing/Speaking) Students are able to produce short, but well-developed, original expository writing on a topic which includes: well-researched facts, use of statistics or graphic representation of data, and a sound argument with evidence.		stating the topic, providing details about it, and selecting graphics from the Internet to support the final product. **EEW.8.2.c-e.** N/A **Level I Students will:** **EEW.8.2.a-b.** With guidance and support, participate in shared writing to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Work with peers who have chosen the same topic and make choices of facts, details, and/or graphics to add to the writing product. Ex. Work in a group with the teacher who offers choices and models use of voice output communication devices to encourage active participation among all group members in the shared writing, adding the student's messages to the shared writing text. Ex. Point to symbols on a communication device to communicate ideas about an upcoming event, "I go," which the teacher types in a talking word processor as the student observes and listens. Ex. Point to symbols on a communication device to communicate information about transportation after school, "Mom drives," selects from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created. **EEW.8.2.c-e.** N/A

	explanation	transitions			
		identify qualities of informative/explanatory pieces			
		examine topics by selecting, organizing, and analyzing relevant content			
		introduce a topic clearly by previewing what is to follow			
		organize ideas, concepts, and information into broad categories			
		write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, group related information logically, develop topic through facts, definitions, details, quotations,			

		examples, and other information, and conclusion) incorporate useful formatting, graphics, and multimedia in informative/explanatory pieces employ facts, definitions, concrete details, quotations, examples, and other information to develop topics employ appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts include precise language and domain-specific vocabulary in informative/explanatory pieces create a conclusion that follows from and supports the information or			

| | | explanation presented.

Students understand that informative / explanatory writing conveys ideas, concepts, and information through relevant and well-chosen facts and detailed organization. | | | |
|---|---|---|---|---|---|

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 8**	**Standard 3 (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	**Quarter 1:** Identify various points of view in narratives Identify narrative techniques used in a variety of narratives Recognize transition words, phrases, and clauses Recognize how authors use: • precise words/phrases • description • sensory details to help readers visualize or sense the action of a narrative Interpret points of view of various narratives Design and organize event sequences that unfold naturally and logically Use a variety of transitions to shift from one setting to another Analyze the relationships among experiences and events	**Quarter 2:** Identify various points of view in narratives Identify narrative techniques used in a variety of narratives Recognize transition words, phrases, and clauses Recognize how authors use: • precise words/phrases • description • sensory details to help readers visualize or sense the action of a narrative Interpret points of view of various narratives Design and organize event sequences that unfold naturally and logically Use a variety of transitions to shift from one setting to another Analyze the relationships among experiences and events	**Quarter 3:**	**Quarter 4:** Identify various points of view in narratives Identify narrative techniques used in a variety of narratives Recognize transition words, phrases, and clauses Recognize how authors use: • precise words/phrases • description • sensory details to help readers visualize or sense the action of a narrative Interpret points of view of various narratives Design and organize event sequences that unfold naturally and logically Use a variety of transitions to shift from one setting to another Analyze the relationships among experiences and events

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.	Design an organized sequence of events with dialogue to develop experiences, events, and /or characters Use precise, descriptive, and sensory language to capture the action and to develop experiences and events Write a narrative to develop real or imagined experiences or events that: • engages the reader • establishes a context with point of view and introduces a narrator and/or characters • uses techniques such as: dialogue, pacing, description, and reflection develop experiences, events, characters • uses a variety of transitions to convey sequence, signal shifts, and reflect relationships • uses appropriate precise, descriptive sensory language leads to a reflective conclusion	Design an organized sequence of events with dialogue to develop experiences, events, and /or characters Use precise, descriptive, and sensory language to capture the action and to develop experiences and events Write a narrative to develop real or imagined experiences or events that: • engages the reader • establishes a context with point of view and introduces a narrator and/or characters • uses techniques such as: dialogue, pacing, description, and reflection develop experiences, events, characters • uses a variety of transitions to convey sequence, signal shifts, and reflect relationships uses appropriate precise, descriptive sensory language leads to a reflective conclusion		Design an organized sequence of events with dialogue to develop experiences, events, and /or characters Use precise, descriptive, and sensory language to capture the action and to develop experiences and events Write a narrative to develop real or imagined experiences or events that: • engages the reader • establishes a context with point of view and introduces a narrator and/or characters • uses techniques such as: dialogue, pacing, description, and reflection develop experiences, events, characters • uses a variety of transitions to convey sequence, signal shifts, and reflect relationships uses appropriate precise, descriptive sensory language leads to a reflective conclusion

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students write a narrative that includes real or imagined experiences or events which: engage the reader establish the situation introduce narrator or characters organize an event sequence that unfolds naturally use dialogue, pacing, description, and reflection to develop experiences, events, and/or characters vary transitional words, phrases, and clauses to convey sequence, signal shifts, and show relationships in experiences and events use precise words and phrases use relevant descriptive	narrative effective technique relevant descriptive details context point of view well-structured event sequences event sequence that unfolds naturally and logically pacing reflection precise words and phrases relevant descriptive details	Students know that a narrative: can be real or imagined utilizes a narrator describes characters by how they look, what they do, say, and think utilizes reflection to develop experiences, events, and/or character uses transition words, phrases, and clauses may involve multiple time frames and/or settings uses descriptive language to capture action shows relationships among experiences	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to sequence events from a story in L1 or L2. (Writing/Speaking) With guidance and support, students are able to produce simple, original narrative in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to create a report to show class narrative elements of story. (Writing/Speaking) Students are able to produce extended narrative at grade level using effective story-telling techniques **Bridging/Reaching** (Reading/Listening) Students are able to demonstrate understanding of a	**EEW.8.3.** Select an event or personal experience and write about it. **a-b.** Introduce the experience or situation, at least one character, and two or more events in sequence. c. N/A d. N/A e. N/A	**Level IV Students will:** **EEW.8.3.a-b.** Introduce the experience or situation, multiple characters, and multiple events in sequence. Ex. Write about a personal experience (e.g., *Go to movies*), writing about himself (*me*) and friends (*JT and K*), and including multiple events (*Go in car. By popcn* [popcorn]. *sit fnt* [front]). Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*). **EEW.8.3.c-e.** N/A **Level III Students will:** **EEW.8.3.a-b.** Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., *make bns* [brownies]), writing about himself (*me*) and mom (*mom*), and including two events (*cook. eat.*). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*). **EEW.8.3.c-e.** N/A **Level II Students will:** **EEW.8.3.a-b.** With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (*siping* [shopping]). Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about [event]. The colonists [did what two things] because [what were they mad about].).

details use sensory language capture action convey experiences and events precisely use a conclusion that follows from narrated experiences or events	sensory language transition words, phrases, clauses conclusion	and events provides a sense of closure provides a conclusion that reveals something important about self or life vocabulary: transitions	grade level narrative that includes elements such as: sensory language, descriptive details, and dialogue. (Writing/Speaking) Students are able to produce extended narratives at grade-level that use precise words and phrases, a well-developed story sequence, and conclusion.		**EEW.8.3.c-e.** N/A **Level I Students will:** **EEW.8.3.a-b.** With guidance and support, communicate about a personal experience. Ex. With the support of an adult who gets the student's remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, "me go," which the adult writes on a sticky note and reads aloud and sticks on the page in the book. Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games), which the adult adds to a group chart of likes and dislikes and reads aloud to the group. Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*) which the teacher will write below the photo and read aloud as the student observes. **EEW.8.3.c-e.** N/A

College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 8**	**Standard 4 (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.)	**Quarter 1:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)	**Quarter 2:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)	**Quarter 3:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)	**Quarter 4:** Analyze the reason for writing a piece to decide on: • task • purpose • audience Determine suitable: • idea development • strategies • organization • style appropriate to task, purpose and audience Produce a writing piece that is clear and coherent with: • idea development • organization • style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing standards 1-3)

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: are flexible in the use of development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose apply this skill to a variety of styles of writing (opinion, informative / explanatory, and narrative)	"clear and coherent writing" development organization style "appropriate to task, purpose, and audience" "grade-specific expectations"	Students know or are able to: qualities of clear and coherent writing purposes for a variety of types of writing potential audiences for a variety of types of writing techniques for developing ideas techniques for organizing writing techniques for creating consistent, appropriate style produce clear and coherent writing analyze a writing task to determine what is required adapt writing to fulfill a specific	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to organize a piece of writing with assistance of a graphic organizer in L1 or L2. (Writing/Speaking) With guidance and support, students are able to produce a simple written piece from a model in L2. **Developing/Expanding** (Reading/Listening) Students are able to demonstrate how ideas develop over the course of a written text. (Writing/Speaking) Students are able to produce extended writing at grade level that match organization and style with appropriate task, purpose or audience. **Bridging/Reaching** (Reading/Listening)	**EEW.8.4.** Produce writing that is appropriate for the task, purpose, or audience.	**Level IV Students will:** **EEW.8.4.** N/A **Level III Students will:** **EEW.8.4.** Produce writing that is appropriate for the task, purpose, or audience. Ex. Write the steps of the science experience in the group's log. Ex. Write a response to a book read in English language arts class following the rubric provided by the teacher. **Level II Students will:** **EEW.8.4.** With guidance and support, produce writing that is appropriate for the task, purpose, or audience. Ex. Follow a set of written criteria to write a response to a book read in English language arts class. Ex. Use a set of guidelines and word prediction software to write a letter with an opening, body, and a closing. **Level I Students will:** **EEW.8.4.** With guidance and support, produce writing for a variety of purposes. Ex. With a switch accessible ready-made set-up on the computer, write a report about a book by making choices between 2-3 options at a time to indicate the book title (e.g., selecting the book from three pictures of book covers), state an opinion (e.g., choose from *good, bad, so-so*), and select related facts or details to add (e.g., good ending).

		purpose adapt writing to meet the needs of an audience develop ideas in a way appropriate to task and purpose organize thoughts in a way appropriate to task and purpose use style appropriate to task and purpose apply these skills to a variety of types of writing Students understand that the development, organization, and style of clear and coherent writing pieces are determined by task, purpose, and audience.	Students are able to show the structure of their written piece and how its style and organization is aimed at a specific task or audience or purpose (Writing/Speaking) Students are able to produce a variety of types of extended writing at grade level.		

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 8**	**Standard 5 (W.8.5)**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	**Quarter 1:**	**Quarter 2:** With some guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Recognize how well to focus on: • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3) With some guidance and support from peers and adults, student develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : • audience • purpose have been addressed	**Quarter 3:** With some guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Recognize how well to focus on: • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3) With some guidance and support from peers and adults, student develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : • audience • purpose have been addressed	**Quarter 4:** With some guidance and support from peers and adults, students recognize how to: • plan • revise • edit • rewrite • try a new approach Recognize how well to focus on: • audience • purpose Know how to edit for conventions of Writing demonstrating (see Language standards 1-3) With some guidance and support from peers and adults, student develop and strengthen writing by: • planning • revising • editing • rewriting • trying a new approach Determine how well the focus of : • audience • purpose have been addressed

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with some guidance and support from adults and peers, develop and strengthen writing by: planning, revising, editing, rewriting, or trying a new approach to best address purpose and audience	some guidance and support from adults and peers develop and strengthen writing as needed planning revising editing rewriting trying a new approach how well purpose and audience have been addressed conventions	Students know or are able to: techniques for using guidance and support from peers and adults qualities of well-developed and strong writing techniques for planning writing techniques for revising writing techniques for editing writing techniques for rewriting a variety of approaches to writing writing addresses a purpose and	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to read own writing (at grade level L2) and identify mistakes (Writing/Speaking) With guidance and support, students are able to make appropriate fixes to own writing in L2 using the writing process. **Developing/Expanding** (Reading/Listening) Students are able to edit a partner's writing (Writing/Speaking) Students are able to determine whether to revise and rewrite their work or try a new approach **Bridging/Reaching** (Reading/Listening) Students are able to determine when a	**EEW.8.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**Level IV Students will:** **EEW.8.5.** Plan by brainstorming and revise own writing by adding more information. Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, and, after getting feedback from peers, revise by adding additional ideas. Ex. Develop outline before beginning the writing process (topic - favorite animals: outline three reasons for each favorite animal listed), and after getting a peer's feedback, revise by adding to the outline. **Level III Students will:** **EEW.8.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing. Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. **Level II Students will:** **EEW.8.5.** With guidance and support from adults and peers, plan by brainstorming to strengthen own writing. Ex. Work with the teacher to brainstorm ideas of things to add to strengthen her writing. The teacher adds the ideas to a software-based graphic organizer and shows the student how the ideas can be used in writing. Ex. Work with peers to brainstorm ideas for writing and record them in own writing

		audience	certain convention or technique should be used in a writing piece and explain why (Writing/Speaking) Students are able to write to address a variety of purposes and audiences.		folders to use in future writing.
		use some adult and peer guidance and support to strengthen writing			Ex. Work with the teacher and peers in writing groups to listen to each group member respond ("What I liked best about your writing . . . ," "One question I have is . . . ?,".and "One suggestion I have is . . . ."), and use that feedback to revise draft with teacher guidance.
		use planning, revision, editing, rewriting, or a new approach to strengthen writing			**Level I Students will:** **EEW.8.5.** With guidance and support from peers and adults, write. Ex. With guidance and support from peers, select words from a word bank to write. Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., "Tell me the next one.") and write desired letters ("Write that one for me."). Ex. Working with a peer on the computer, type a letter and the peer adds to the letter to create a word. Together, they compose a text.
		explain techniques used to make writing appropriate for purpose and audience			
		produce writing that is well-developed and strong			
		Students understand that planning, revising, editing, rewriting, trying a new approach, and focusing on how well purpose and audience have been addressed are critical to the development of strong writing			

		pieces.			

Common Core ELA Pacing Guide 2013-2014
8th Grade

College and Career Readiness (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
Strand: Writing		**Cluster: Production and Distribution of Writing**	**Grade: 8**	**Standard 6 (W.8.6)**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**Quarter 1:** Identify publishing and collaborative options that use technology Know how to collaborate effectively for an intended purpose Select technology to present information and ideas Determine the best technology tools for producing and publishing writing, including on-line tools Determine the best technology options for communicating and collaborating with others, including on-line tools Evaluate the relationship between information presented and ideas expressed Use technology: • including the Internet, to produce, revise, edit, and publish writing • to interact and collaborate with others for an intended purpose to present information and ideas	**Quarter 2:** Identify publishing and collaborative options that use technology Know how to collaborate effectively for an intended purpose Select technology to present information and ideas Determine the best technology tools for producing and publishing writing, including on-line tools Determine the best technology options for communicating and collaborating with others, including on-line tools Evaluate the relationship between information presented and ideas expressed Use technology: • including the Internet, to produce, revise, edit, and publish writing • to interact and collaborate with others for an intended purpose to present information and ideas	**Quarter 3:** Identify publishing and collaborative options that use technology Know how to collaborate effectively for an intended purpose Select technology to present information and ideas Determine the best technology tools for producing and publishing writing, including on-line tools Determine the best technology options for communicating and collaborating with others, including on-line tools Evaluate the relationship between information presented and ideas expressed Use technology: • including the Internet, to produce, revise, edit, and publish writing • to interact and collaborate with others for an intended purpose • to present information and ideas	**Quarter 4:** Identify publishing and collaborative options that use technology Know how to collaborate effectively for an intended purpose Select technology to present information and ideas Determine the best technology tools for producing and publishing writing, including on-line tools Determine the best technology options for communicating and collaborating with others, including on-line tools Evaluate the relationship between information presented and ideas expressed Use technology: • including the Internet, to produce, revise, edit, and publish writing • to interact and collaborate with others for an intended purpose to present information and ideas

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: use technology to produce and publish writing use the Internet to produce and publish writing present relationships between information and ideas efficiently use technology to interact and collaborate with others	use technology produce publish present the relationships between information and ideas efficiently interact and collaborate with others	Students know or are able to: technology can be used to produce and publish writing the Internet can be used to produce and publish writing technology can be used to present relationships between information and ideas efficiently techniques for using technology to interact and collaborate with peers use technology to produce and publish writing use the Internet to produce and publish writing use technology (and the Internet) to	**Entering/Beginning** (Reading/Listening) Students are able to use the writing process (planning, revising, editing and rewriting) with guidance or support. (Writing/Speaking) Students are able to publish grade level writing using multimedia (presentation, printed essay…) with guidance or support. **Developing/Expanding** (Reading/Listening) Students are independently able to use the writing process to edit a piece of writing (Writing/Speaking) Students are able to publish grade level papers and writings, independently. **Bridging/Reaching** (Reading/Listening)	**EEW.8.6.** Use technology, including the Internet, to produce writing to interact and collaborate with others.	**Level IV Students will:** **EEW.8.6.** Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers. **Level III Students will:** **EEW.8.6.** Use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use e-mail to interact with a pen pal. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. **Level II Students will:** **EEW.8.6.** With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal. Ex. Use an alternative keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook. **Level I Students will:** **EEW.8.6.** With guidance and support, use technology to interact and collaborate with others in shared writing activities. Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project. Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate "yes" or "no" when asked if accompanying text written by group seems on target.

		present relationships between information and ideas efficiently use technology to interact and collaborate with others Students understand that technology and the Internet can be used to effectively and efficiently produce and publish writing, present relationships between information and ideas, and interact and collaborate with others.	Students are able to demonstrate independent and appropriate use of technology resources to research a topic. (Writing/Speaking) Students are able to use technology to collaborate and interact with peers.		

College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
Strand: Writing		**Cluster: Build and Present Knowledge**	**Grade: 8**	**Standard 7 (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.	**Quarter 1:** Apply: • reliable sources of information • appropriate inquiry methods to conduct a research project • multiple avenues of exploration (technology, library skills, etc.) Determine which facts/examples best answer a question Draw conclusions about the validity of sources Formulate questions, either verbally or written, that would allow for other avenues of exploration Conduct short research projects that: • answers questions (including self-generated questions): • draw on several sources • generates additional related focused questions that allow for multiple avenues of exploration	**Quarter 2:** Apply: • reliable sources of information • appropriate inquiry methods to conduct a research project • multiple avenues of exploration (technology, library skills, etc.) Determine which facts/examples best answer a question Draw conclusions about the validity of sources Formulate questions, either verbally or written, that would allow for other avenues of exploration Conduct short research projects that: • answers questions (including self-generated questions): • draw on several sources • generates additional related focused questions that allow for multiple avenues of exploration	**Quarter 3:** Apply: • reliable sources of information • appropriate inquiry methods to conduct a research project • multiple avenues of exploration (technology, library skills, etc.) Determine which facts/examples best answer a question Draw conclusions about the validity of sources Formulate questions, either verbally or written, that would allow for other avenues of exploration Conduct short research projects that: • answers questions (including self-generated questions): • draw on several sources • generates additional related focused questions that allow for multiple avenues of exploration	**Quarter 4:** Apply: • reliable sources of information • appropriate inquiry methods to conduct a research project • multiple avenues of exploration (technology, library skills, etc.) Determine which facts/examples best answer a question Draw conclusions about the validity of sources Formulate questions, either verbally or written, that would allow for other avenues of exploration Conduct short research projects that: • answers questions (including self-generated questions): • draw on several sources • generates additional related focused questions that allow for multiple avenues of exploration

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use several sources and multiple avenues of exploration to conduct short research projects that: answer self-generated questions develop new questions based on investigation	short research project answer a question self-generated question several sources additional related, focused questions multiple avenues of exploration	Students know or are able to: research answers a self-generated question steps in the research process (i.e. develop multi-faceted questions, locate sources, evaluate sources, organize findings, etc.) thorough research uses several sources thorough research investigates multiple facets of a topic select a topic for short research develop a single research question based on individual interest locate several varied sources to answer	**Entering/Beginning** (Reading/Listening) With support and guidance, students are able to identify multiple sources of different types to support a topic. (Writing/Speaking) With support and guidance, students are able to use sources to create a research report on a topic. **Developing/Expanding** (Reading/Listening) Students are independently able to conduct research activities (Writing/Speaking) Students are able to independently answer questions through research. **Bridging/Reaching** (Reading/Listening) Students are independently able to locate various sources to research a question	**EEW.8.7.** Conduct short research projects to answer and pose questions based on one source of information.	**Level IV Students will:** **EEW.8.7.** Conduct short research projects to answer and pose questions based on multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so. **Level III Students will:** **EEW.8.7.** Conduct short research projects to answer and pose questions based on one source of information. Ex. Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use the information to write own question in response. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website to answer questions they posed in the W column and take notes in the L column as they do so. **Level II Students will:** **EEW.8.7.** With guidance and support, conduct short research projects to answer questions based on one source of information. Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" *Water in oshun* [ocean].). **Level I Students will:** **EEW.8.7.** With guidance and support, participate in shared research and writing to

| | | research question

generate additional focus questions based on findings

use a graphic organizer to record thoughts

answer questions through research

Students understand that research is a process that involves answering a focused question, investigating several varied sources, and generating related questions. | and generate additional research questions based on research findings. (Writing/Speaking) Students are able to publish grade level research papers independently. | | answer questions.
Ex. Use partner-assisted scanning to answer a question during reading (e.g., The teacher tells students that they are going to listen while she reads in order to answer a question, "What did the main character do that is surprising?" and presents three choices. Then, the teacher reads to the place where the answer is, stops to reread the question and possible answers, and then gets a response from the student using partner-assisted scanning.).
Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" *Water in oshun* [ocean].). |

College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
Strand: Writing		**Cluster: Build and Present Knowledge**	**Grade: 8**	**Standard 8 (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.	**Quarter 1:** Recognize standard format for citation Determine the relevance of information gathered from print and digital sources Use search terms effectively Gather relevant information from multiple sources Assess the credibility an d accuracy of each source Quote or paraphrase the data and conclusion of others while avoiding plagiarism	**Quarter 2:** Recognize standard format for citation Determine the relevance of information gathered from print and digital sources Use search terms effectively Gather relevant information from multiple sources Assess the credibility an d accuracy of each source Quote or paraphrase the data and conclusion of others while avoiding plagiarism	**Quarter 3:** Recognize standard format for citation Determine the relevance of information gathered from print and digital sources Use search terms effectively Gather relevant information from multiple sources Assess the credibility an d accuracy of each source Quote or paraphrase the data and conclusion of others while avoiding plagiarism	**Quarter 4:** Recognize standard format for citation Determine the relevance of information gathered from print and digital sources Use search terms effectively Gather relevant information from multiple sources Assess the credibility an d accuracy of each source Quote or paraphrase the data and conclusion of others while avoiding plagiarism

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students learn relevant information from multiple credible and accurate print and digital sources by: effectively using search terms, quoting or paraphrasing data and conclusions avoiding plagiarism following standard citation format	gather relevant information multiple print and digital sources using search terms effectively assess the credibility and accuracy quote or paraphrase data and conclusions avoiding plagiarism standard format for citation	Students know or are able to: difference between print and digital sources techniques for assessing credibility and accuracy of sources techniques for avoiding plagiarism (quoting sources or paraphrasing) process for note-taking during and after reading information to include in a standard format for citation vocabulary: plagiarism locate relevant print and digital sources gather relevant	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to gather relevant information about a research topic in L1 or L2. (Writing/Speaking) With guidance and support, students are able to present information on a researched topic in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to effectively use search terms independently. (Writing/Speaking) Students are able to quote or paraphrase conclusions of their research. **Bridging/Reaching** (Reading/Listening) Students are able to determine whether a particular website or	**EEW.8.8.** Select quotes from multiple print or digital sources that provide important information about a topic.	**Level IV Students will:** **EEW.8.8.** Select quotes from multiple print or digital sources that state conclusions about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide. **Level III Students will:** **EEW.8.8.** Select quotes from multiple print or digital sources that provide important information about a topic. Ex. Given a collection of articles on a social studies topic, read the articles and highlight quotes that provide important information on the topic and write notes about the information they provide. Ex. Given a series of bookmarked websites, navigate to each site, copy/paste quotes that provide important information, and add notes on the information they provide. **Level II Students will:** **EEW.8.8.** Select quotes from print or digital sources that provide information about a topic. Ex. Highlight quotes from an informational text on a topic (e.g., *Harriet Tubman was the conductor on the underground railroad.*) and add notes on the information they provide. Ex. Use the highlighting feature on an interactive whiteboard to highlight and save quotes from a paragraph, and then write notes on information they provide. Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.

		information from print and digital sources	information source is credible. (Writing/Speaking) Students are able to gather relevant, accurate and credible information for use in a research project.		**Level I Students will:** **EEW.8.8.** With guidance and support during shared reading, identify when information about a topic is read. Ex. Use a single message voice output communication device to say, "That's about [character's name]." each time the teacher reads something about the character in the book. The teacher attributes meaning by connecting to information on the page. Ex. During shared reading, given a list of words (some of which are relevant in the text), identify those that are connected meaningfully, and with teacher guidance and support, determine from page and yes or no responses what information they provide.
		use search terms effectively			
		assess credibility and accuracy of each source			
		take notes on sources			
		quote or paraphrase data and conclusions			
		avoid plagiarism			
		follow standard format for citation			
		Students understand that research involves systematically gathering information from multiple credible, accurate print and digital sources, avoiding plagiarism, and creating a standard bibliography.			

Common Core ELA Pacing Guide
8ᵗʰ Grade

College and Career Readiness (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Strand: Writing		**Cluster: Text Types and Purposes**	**Grade: 8**	**Standard 9 (W.8.9)**
Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* 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"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students critically read literature and literary nonfiction and use writing to:

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 how the material is rendered new

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 | literary text

informational text

analysis

reflection

research

analyze

modern work of fiction

themes

patterns of events

character types

myths

traditional stories

religious works

material is rendered new

literary | Students know or are able to:

elements of analytical, reflective, and research-based writing

techniques for critical reading of literature and literary nonfiction

techniques for note-taking during and after reading

techniques for composing academic writing including descriptions, explanations, and comparisons and contrasts

modern works of fiction draw on themes, events, or character types from myths, traditional stories, or religious | **Entering/Beginning** (Reading/Listening) With guidance and support, using graphic organizers, students are able to use text to support claims with evidence in L1 or L2. (Writing/Speaking) With guidance and support, students are able to use multiple strategies, texts, and text features to create grade level research with evidence in L1 or L2.

Developing/Expanding (Reading/Listening) Students are able to independently use text to support claims with evidence in L2 (Writing/Speaking) Students are able to use multiple strategies, text features and texts to develop an analysis of the text in L2. | **EEW.8.9.** Use information from literary and informational text to support writing.

Apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").

Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion."). | **Level IV Students will:**
EEW.8.9.a. N/A
EEW.8.9.b. Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion and identify evidence to support facts.").
Ex. Read a text to determine which claims are fact and then make a list of those facts from the text.
Ex. Read a book to determine the author's point of view and then write about it including evidence from the text.

Level III Students will:
EEW.8.9.a. Apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").
Ex. After reading to compare and contrast two stories, write about the differences between the two texts.
Ex. After reading to identify which incidents in a story or drama lead to subsequent incidents, write about those incidents.
Ex. After reading two stories, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters and people in the two texts and what is the same, and then having converted the Venn diagram into an outline via the software, expand the notes as a comparison passage.
EEW.8.9.b. Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").
Ex. Read a text to determine which claims are fact and then make a list of those facts.
Ex. Read a book to determine the author's point of view and then write about it.

Level II Students will:
EEW.8.9.a. With guidance and support, apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas."). |

	nonfiction	works	**Bridging/Reaching** (Reading/Listening) Students are able to reflect on key ideas and details in a text as evidence for support of understanding of text (Writing/Speaking) Students are able to demonstrate how to use key ideas and details in a text as evidence for support understanding of text		Ex. After reading to compare and contrast two stories with the teacher and a small group of peers, convert the graphic organizer they created in software into a text-based outline and expand on the words to write about the ways the books are the same and different.
	delineate and evaluate

argument

specific claims

assessing

reasoning is sound

evidence is relevant and sufficient

irrelevant evidence

(familiar with grade 8 reading standards) | arguments and claims should be sound, relevant, and supported by reasons and evidence

compose an analytical, reflective, or research-based piece in response to literature and literary nonfiction

analyze a teacher-provided prompt or question about a text to determine what is being asked

form ideas in response to a teacher-provided prompt or question about a text

support ideas with evidence from a text

explain how a modern work of fiction draws on themes, events, or character types from myths, traditional | | | Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn Diagram in graphic organizer software, listing what is unique to characters in a fictional text and people in a topically related nonfiction text and what is the same, and then, with teacher guidance, turning the notes into sentences comparing the two.

EEW.8.9.b. With guidance and support, apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").

Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts.

Ex. After reading a book with an adult to determine the author's point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts.

Level I Students will:

EEW.8.9.a. With guidance and support from adults and peers, participate in shared writing activities that apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").

Ex. Working with a teacher and a small group of peers, use a sequenced message voice output device to direct peers (e.g., *How were they the same? Did you write it?*) in asking questions to support their writing about the ways the two texts are the same and different and answer yes or no questions from the teacher about whether they agree with what the students write.

EEW.8.9.b. With guidance and support, participate in group writing activities applying *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").

Ex. Use voice output communication devices to interact with peers during collaborative writing projects.

Ex. Use a preprogrammed alternative keyboard and alphabet access to contribute to a small group writing project. |

		stories, or religious works			
		delineate and evaluate an argument, specific claims, sound reasoning, and evidence			
		Students understand that analysis, reflection, and research are strengthened by citing relevant evidence from appropriate texts.			

College and Career Readiness (CCR) Anchor Standard 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 tasks, purposes, and audiences.

Strand: Writing	Cluster: Range of Writing		Grade: 8	Standard 10 (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.	**Quarter 1:** Identify: • task • audience • purpose for various types of writing Identify the organizational structures for various types of writing Determine: • task • purpose • audience for various types of writing over extended and short time frames Determine appropriate organization structure to use for various types of writing based upon: • task • purpose • audience Write for various: • tasks • purposes • audiences for a shortened time frame (a	**Quarter 2:** Identify: • task • audience • purpose for various types of writing Identify the organizational structures for various types of writing Determine: • task • purpose • audience for various types of writing over extended and short time frames Determine appropriate organization structure to use for various types of writing based upon: • task • purpose • audience Write for various: • tasks • purposes • audiences for a shortened time frame (a single	**Quarter 3:** Identify: • task • audience • purpose for various types of writing Identify the organizational structures for various types of writing Determine: • task • purpose • audience for various types of writing over extended and short time frames Determine appropriate organization structure to use for various types of writing based upon: • task • purpose • audience Write for various: • tasks • purposes • audiences for a shortened time frame (a single sitting or a day or two)	**Quarter 4:** Identify: • task • audience • purpose for various types of writing Identify the organizational structures for various types of writing Determine: • task • purpose • audience for various types of writing over extended and short time frames Determine appropriate organization structure to use for various types of writing based upon: • task • purpose • audience Write for various: • tasks • purposes • audiences for a shortened time frame (a single sitting or a day or two)

	single sitting or a day or two) Write for various: • tasks • purposes • audiences with an extended time frame (time for research, reflection, and revision)	sitting or a day or two) Write for various: • tasks • purposes • audiences with an extended time frame (time for research, reflection, and revision)	Write for various: • tasks • purposes • audiences with an extended time frame (time for research, reflection, and revision)	Write for various: • tasks • purposes • audiences with an extended time frame (time for research, reflection, and revision)

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
With practice and support, students: produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.	write routinely range of tasks, purposes, and audiences extended time frames shorter time frames	Students know or are able to: techniques for writing in short and/or extended time frames task specific writing procedures techniques for creating writing appropriate for specific audiences and purposes complete various pieces of writing over varying lengths of time organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings Students understand that writing pieces are organized and developed based on	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to plan for writing using a graphic organizer. (Writing/Speaking) With guidance and support, students are able to routinely write short essays in L1 moving toward L2. **Developing/Expanding** (Reading/Listening) Students are able to routinely plan for writing and follow editing process (Writing/Speaking) Students are able to routinely write for longer periods of time **Bridging/Reaching** (Reading/Listening) Students are able to independently complete the writing process on all essays and writing	**EEW.8.10.** Write routinely for a variety of tasks, purposes, and audiences.	**Level IV Students will:** **EEW.8.10.** Write routinely over extended time frames (research, reflection, and revision). **Level III Students will:** **EEW.8.10.** Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to the principal about an upcoming event. Ex. Write a short research report for social studies class. **Level II Students will:** **EEW.8.10.** With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using word prediction software on the computer and teacher feedback, write a note to the school principal about an upcoming event. Ex. Using word prediction software and a set of criteria, complete a short research report. Ex. With guidance and support, write labels to go with a display for a group research project. **Level I Students will:** **EEW.8.10.** With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences. Ex. After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer. Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud to the student.

		task, audience, and purpose.	assignments (Writing/Speaking) Students have internalized a writing routine and are able to independently determine the appropriate length and purpose of a certain piece of writing.		

College and Career Readiness (CCR) Anchor Standard 1: 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.				
Strand: Speaking and Listening	**Cluster: Comprehension and Collaboration**		**Grade: 8**	**Standard 1 (SL.8.1)**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.

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. | **Quarter 1:**
Identify key ideas from reading material or research

Describe components of collegial discussion and decision-making

Recognize key ideas and new information posed during discussions

Analyze text, issues, and others' opinions

Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others

Evaluate personal views and the views of others

Track progress toward specific goals and deadlines, defining individual roles as needed

Evaluate new information posed and personal views, as well as the views of others
Formulate comments, | **Quarter 2:**
Identify key ideas from reading material or research

Describe components of collegial discussion and decision-making

Recognize key ideas and new information posed during discussions

Analyze text, issues, and others' opinions

Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others

Evaluate personal views and the views of others

Track progress toward specific goals and deadlines, defining individual roles as needed

Evaluate new information posed and personal views, as well as the views of others
Formulate comments, | **Quarter 3:**
Identify key ideas from reading material or research

Describe components of collegial discussion and decision-making

Recognize key ideas and new information posed during discussions

Analyze text, issues, and others' opinions

Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others

Evaluate personal views and the views of others

Track progress toward specific goals and deadlines, defining individual roles as needed

Evaluate new information posed and personal views, as well as the views of others
Formulate comments, questions, and responses based on evidence, | **Quarter 4:**
Identify key ideas from reading material or research

Describe components of collegial discussion and decision-making

Recognize key ideas and new information posed during discussions

Analyze text, issues, and others' opinions

Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others

Evaluate personal views and the views of others

Track progress toward specific goals and deadlines, defining individual roles as needed

Evaluate new information posed and personal views, as well as the views of others
Formulate comments, questions, and responses based on evidence, |

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.	questions, and responses based on evidence, observations, and ideas Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts Demonstrate collegial rules for discussion and decision-making Articulate own ideas clearly Pose relevant questions that connect ideas of several speakers Respond to questions and comments with relevant details Acknowledge new information posed and use evidence to justify personal viewpoints	questions, and responses based on evidence, observations, and ideas Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts Demonstrate collegial rules for discussion and decision-making Articulate own ideas clearly Pose relevant questions that connect ideas of several speakers Respond to questions and comments with relevant details Acknowledge new information posed and use evidence to justify personal viewpoints	observations, and ideas Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts Demonstrate collegial rules for discussion and decision-making Articulate own ideas clearly Pose relevant questions that connect ideas of several speakers Respond to questions and comments with relevant details Acknowledge new information posed and use evidence to justify personal viewpoints	observations, and ideas Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 8 topics and texts Demonstrate collegial rules for discussion and decision-making Articulate own ideas clearly Pose relevant questions that connect ideas of several speakers Respond to questions and comments with relevant details Acknowledge new information posed and use evidence to justify personal viewpoints

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students engage effectively in a range of discussions with a variety of participants, demonstrating the ability to: be prepared by reading or researching required materials refer to evidence in order to explore and use ideas gained from preparation follow rules for collegial discussions and decision-making ask questions that connect the ideas of several speakers contribute relevant evidence, observations, and ideas recognize new information expressed by others qualify or justify own views, if necessary	range of collaborative discussions diverse partners grade 8 topics, texts, and issues rules for collegial discussions and decision-making track progress toward specific goals and deadlines individual roles	Students know or are able to: techniques to prepare for discussions (reading, researching, investigating, reflecting) strategies to incorporate evidence about the topic into the discussion rules for collegial discussions and decision-making techniques to pose questions that connect ideas of several speakers strategies to respond with relevant evidence, observations, and ideas strategies to	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to agree or disagree with peers in one or two word sentences. (Writing/Speaking) With guidance and support, students are able ask short questions of peers moving from L1 to L2. **Developing/Expanding** (Reading/Listening) With guidance and support, using graphic organizers, students are able to prepare to have a discussion with peers on grade level topics by formulating questions and planning talking points. (Writing/Speaking) With guidance and support, students are able build on ideas from peers and develop persuasive arguments **Bridging/Reaching** (Reading/Listening)	**EESL.8.1.** Listen and communicate with a variety of partners in order to discuss issues regarding the content. Come to discussions prepared to share information previously studied. Follow simple rules and carry out assigned roles during discussions. **c-d.** Respond to others' questions and comments by answering questions regarding content.	**Level IV Students will:** **EESL.8.1.a.** Come to discussions with self-created materials or supports to use in sharing information. Ex. Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins. Ex. Prepare note cards with pictures and words to use during a discussion. **EESL.8.1.b.** Follow simple rules and carry out roles during discussions. Ex. Lead discussion on an assigned topic by beginning the discussion and waiting for others to respond before adding more. Ex. Report on information requested by the group when the group leader requests the information and respond to follow-up questions when asked. **EESL.8.1.c-d.** Respond to others' questions and comments by asking and answering questions regarding content. Ex. Ask and answer questions related to a topic. Ex. Tell purpose of conversation/story. **Level III Students will:** **EESL.8.1.a.** Come to discussions prepared to share information. Ex. Practice preprogrammed messages in a multiple message voice output device for use in discussion. Ex. Preview a discussion study guide prior to the discussion. **EESL.8.1.b.** Follow simple rules and carry out assigned roles during discussions. Ex. Present facts about the content being discussed when called on. Ex. When assigned the role of clarifier, prepare questions (e.g., "Why do you think that is so?") and ask them after another speaker completes a point to seek clarifying information. Ex. When assigned the role of leader, use a preprogrammed message to begin the discussion and then keep the discussion going with other preprogrammed continuing messages. **EESL.8.1.c-d.** Respond to others' questions and comments by answering questions regarding content. Ex. After attending an assembly, answer questions.

		recognize new information expressed by others new evidence expressed during the discussion may warrant justification or qualification of their own views prepare for collaborative discussions by reading, researching, investigating, and reflecting use evidence gained during preparation to explore ideas during the discussion listen attentively to discussions about grade 8 topics, texts, and issues contribute to discussions about grade 8 topics, texts, and issues follow rules for	Students are able to form opinions of people, places or ideas from oral scenarios. (Writing/Speaking) Students are able to hold a discussion about a range of grade-level content topics in partnerships, small groups or class wide discussions.		Ex. During a presentation by a police officer, discuss the duties of a police officer (e.g., keep safe). **Level II Students will:** **EESL.8.1.a.** Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . .). Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion. **EESL.8.1.b.** With guidance and support from adults and peers, follow simple rules for discussions. Ex. Listen to others during discussion without interrupting. Ex. Given a visual cue to *wait*, wait for others to finish speaking and for the visual cue to be replaced with a cue for *your turn* before adding prepared comments. **EESL.8.1.c-d.** Respond to information presented by an unfamiliar person. Ex. Answer questions to complete an assigned task. Ex. Using voice, eye gaze to two or three symbols, or a multi-message communication system, respond when asked what student thought of a speaker's presentation (e.g., "I liked it," "Boring," "Funny," "Interesting"). **Level I Students will:** **EESL.8.1.a.** Participate in discussions. Ex. Respond to others when addressed. Ex. Use a switch/step-by-step or symbols to make comments to others during discussions. **EESL.8.1.b.** With guidance and support from adults and peers, follow rules during group discussions. Ex. Respond to others when addressed. Ex. Use a preprogrammed, single message voice output device to contribute a prepared comment during a group discussion. **EESL.8.1.c-d.** Respond to presentations by others. Ex. Clap when the speaker is finished. Ex. Move head to follow the speaker when he or she moves around during presentation.

| | | collegial discussions and decision-making

contribute to collegial discussions

discuss topics, text, or issues one-on-one or in groups

participate in teacher-led discussions

ask questions that connect ideas of several speakers

contribute relevant evidence, observations, and ideas

acknowledge new information expressed by others

qualify or justify their views based on new evidence expressed during the discussion

Students understand that engaging in | | | |
|---|---|---|---|---|---|

		effective collaborative discussions involve preparation, following rules for collegial discussions, posing and responding to questions, elaborating details, understanding multiple perspectives, and possibly modifying their own views.			

College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 8**	**Standard 2 (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.	**Quarter 1:**	**Quarter 2:**	**Quarter 3:** Identify author's purpose of information presented Identify author's motives for the presentation of information Analyze the purpose of information presented in diverse media and Formats Evaluate the motives behind the presentation of the information	**Quarter 4:** Identify author's purpose of information presented Identify author's motives for the presentation of information Analyze the purpose of information presented in diverse media and Formats Evaluate the motives behind the presentation of the information

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
During or after listening or viewing, students: analyze the purpose of information presented in diverse media formats evaluate the possible motives behind its presentation	analyze purpose of information diverse media and formats (e.g., visually, quantitatively, orally) evaluate the motives	Students know or are able to: techniques to analyze information seen or heard in diverse media and formats strategies to evaluate the motives (social, commercial, political) behind the presentation vocabulary words: analyze, purpose, motives analyze information seen or heard in diverse media formats evaluate the motives (social, commercial, political) behind the presentation Students understand that listeners or viewers form a thorough	**Entering/Beginning** (Reading/Listening) Students are able to match visual information with written information by pointing, matching, indicating in short sentences or single words in L1 or L2. (Writing/Speaking) Students are able to answer with phrases or short answer when asked about orally given information from different media sources in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to interpret information from diverse formats. (Writing/Speaking) Students are able to apply summarized information to new contexts in different formats (visual, quantitative, oral)	**EESL.8.2.** Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.	**Level IV Students will:** **EESL.8.2.** Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats. Ex. State the purpose of an informational video (e.g., "Teach us about lions.") and relate information (e.g., "Lions not many. No place to live."). Ex. State the purpose of a graph (e.g., "Shows you what kids like to wear most.") and relate information (e.g., "Kids buy backpacks happy colors."). Ex. Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., "Tell about work in city.") and relate information (e.g., "Know what jobs."). **Level III Students will:** **EESL.8.2.** Describe the purpose of information presented in graphical, oral, visual, or multimodal formats. Ex. State the purpose of an informational video (e.g., "Teach us about lions."). Ex. State the purpose of a graph (e.g., "Shows you what kids like to wear most."). Ex. Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., "Tell about work in city."). **Level II Students will:** **EESL.8.2.** Identify the topic of information presented in oral, visual, or multimodal formats. Ex. State the topic of an information video (e.g., "lions"). Ex. State the topic of a graph (e.g., "things kids wear"). Ex. Use a multiple message voice output device to state the topic of a presentation by a visitor (e.g., "work"). **Level I Students will:** **EESL.8.2.** Identify one detail or fact from information presented in oral, visual, or multimodal formats. Ex. After watching an informational video, select from an array of choices a picture that reflects one detail or fact from the video. Ex. After viewing and discussing a graph of things students like to wear the most, select a garment from a display of garments when asked, "What did the students like to wear?"

| | | understanding of a topic, text, or issue by evaluating the credibility and accuracy of information presented in diverse media and formats. | **Bridging/Reaching** (Reading/Listening) Students are able to evaluate possible motives behind specific information given in a presentation. (Writing/Speaking) Students are able to summarize a claim with evidence from multiple sources. | | |

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		**Cluster: Comprehension and Collaboration**	**Grade: 8**	**Standard 3 (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.	**Quarter 1:**	**Quarter 2:** Define and identify a speaker's: • argument • claims • Define and identify: • sound reasoning • unsound reasoning • relevant evidence • irrelevant evidence • sufficient evidence • insufficient evidence Delineate a speaker's argument and specific claims Evaluate the soundness of a speaker's reasoning Evaluate the relevance and sufficiency of a speaker's evidence Distinguish between: • sound and unsound reasoning • relevant and irrelevant evidence • sufficient and insufficient evidence in a speaker's argument	**Quarter 3:** Define and identify a speaker's: • argument • claims • Define and identify: • sound reasoning • unsound reasoning • relevant evidence • irrelevant evidence • sufficient evidence • insufficient evidence Delineate a speaker's argument and specific claims Evaluate the soundness of a speaker's reasoning Evaluate the relevance and sufficiency of a speaker's evidence Distinguish between: • sound and unsound reasoning • relevant and irrelevant evidence • sufficient and insufficient evidence in a speaker's argument	**Quarter 4:** Define and identify a speaker's: • argument • claims • Define and identify: • sound reasoning • unsound reasoning • relevant evidence • irrelevant evidence • sufficient evidence • insufficient evidence Delineate a speaker's argument and specific claims Evaluate the soundness of a speaker's reasoning Evaluate the relevance and sufficiency of a speaker's evidence Distinguish between: • sound and unsound reasoning • relevant and irrelevant evidence • sufficient and insufficient evidence in a speaker's argument

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
During or after listening or viewing, students: delineate a speaker's argument and specific claims evaluate soundness of the reasoning evaluate relevance and sufficiency of evidence identify where irrelevant evidence is introduced	delineate argument specific claims evaluate the soundness reasoning relevance and sufficiency evidence irrelevant evidence	Students know or are able to: techniques for attentive listening the relationship between an argument and specific claims techniques for recording a speaker's arguments, specific claims, supporting reasons, and evidence signal words included in speeches to indicate transitions or relationships between ideas techniques for evaluating the soundness of reasoning strategies for identifying when	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to demonstrate techniques for active listening in L1 or L2 (Writing/Speaking) With guidance and support, students are able to make a list of a speakers claims, arguments and supporting evidence in L1 or L2 **Developing/Expanding** (Reading/Listening) Students are able to independently summarize a speaker's point of view and details that support it in L2 (Writing/Speaking) Students are able to independently answer simple questions about a speaker's reasoning and point of view with supporting details in L2. **Bridging/Reaching** (Reading/Listening) Students are able to identify the speaker's	**EESL.8.3.** Determine whether claims in an oral presentation are fact or opinion.	**Level IV Students will:** **EESL.8.3.** Determines which claims in an oral presentation are fact and which are opinion. Ex. After listening to an oral presentation and being provided with a list of claims from the presentation, sort them into two groups: facts and opinions. Ex. After viewing a video of an oral presentation once, watch again and when the teacher stops the video after each claim, determine if the claim is fact or opinion. **Level III Students will:** **EESL.8.3.** Determine whether claims in an oral presentation are fact or opinion. Ex. Restate a claim made by the presenter and tell if it is true or not (e.g., "He said frogs catch flies with their tongues. Fact! My frog eats flies."). Ex. After listening to an oral presentation and being presented with two claims from the presentation, indicate which is fact and which is opinion. **Level II Students will:** **EESL.8.3.** Determine whether a single claim made by a speaker is fact or opinion. Ex. During a conversation about a book, indicate whether a peer's comment is fact or opinion (e.g., A peer says, "That was the best book ever!" When asked, the student can indicate if the statement is fact or opinion.). Ex. After morning announcements, when the teacher writes one of the statements that was made on the board (e.g., "The boys won the track meet."), indicate if the statement is fact or opinion. **Level I Students will:** **EESL.8.3.** State own opinion on a topic. Ex. After listening to an oral presentation, select a symbol to indicate whether it was a good or bad presentation. Ex. After listening to an oral presentation, give a thumbs-up or thumbs-down to indicate whether it was a good or bad presentation.

| | | irrelevant evidence is introduced

listen attentively to a speaker to delineate and evaluate:

main argument(s)

specific claims

claims supported by evidence

claims not supported by evidence

reasoning and use of supporting evidence

irrelevant evidence

Students understand that discerning listening involves critiquing and evaluating. | claim and their supporting evidence at grade level. Students are able to identify rhetoric in a speaker's claim (Writing/Speaking) Students are able to justify and defend explanations with evidence | | |
| --- | --- | --- | --- | --- | --- |

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 4: 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.				
Strand: Speaking and Listening		**Cluster: Presentation of Knowledge and Ideas**	**Grade: 8**	**Standard 4 (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.	**Quarter 1:** Identify claims/findings Identify: • appropriate eye contact • adequate volume • clear pronunciation Determine: • salient points • relevant evidence • sound, valid reasoning • well-chosen details Organize points and details in a coherent manner Give oral presentation presenting claims and findings emphasizing salient points with: • relevant evidence • sound, valid reasoning • well-chosen details in a focused, coherent manner Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation	**Quarter 2:**	**Quarter 3:** Identify claims/findings Identify: • appropriate eye contact • adequate volume • clear pronunciation Determine: • salient points • relevant evidence • sound, valid reasoning • well-chosen details Organize points and details in a coherent manner Give oral presentation presenting claims and findings emphasizing salient points with: • relevant evidence • sound, valid reasoning • well-chosen details in a focused, coherent manner Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation	**Quarter 4:** Identify claims/findings Identify: • appropriate eye contact • adequate volume • clear pronunciation Determine: • salient points • relevant evidence • sound, valid reasoning • well-chosen details Organize points and details in a coherent manner Give oral presentation presenting claims and findings emphasizing salient points with: • relevant evidence • sound, valid reasoning • well-chosen details in a focused, coherent manner Demonstrate: • appropriate eye contact • adequate volume • clear pronunciation

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use appropriate eye contact, adequate volume, and clear pronunciation to convey focused, coherent ideas including: presenting claims and findings emphasizing main points using key details and examples relevant evidence and sound reasoning	claims and findings emphasizing salient points focused, coherent manner relevant evidence sound valid reasoning well-chosen details appropriate eye contact adequate volume clear pronunciation	Students know or are able to: techniques for presenting claims and findings common words and gestures used by speakers to emphasize main points techniques for organizing and clarifying the relationship between main points and details techniques for conveying evidence that supports reasoning importance of appropriate eye contact importance of	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to distinguish between a salient point and unrelated detail in L1 or L2. (Writing/Speaking) With guidance and support, students are able demonstrate good presentations skills including (eye contact, loud voice, clear pronunciation) in L1 or L2. **Developing/Expanding** (Reading/Listening) Students are able to match a speaker's style with their purpose (eg. formal speaking style for academic presentation) (Writing/Speaking) Students are able to present simple expository or narrative pieces with a clear line	EESL.8.4. Present findings including relevant details.	**Level IV Students will:** EESL.8.4. Present findings including relevant details to support claims. Ex. Use presentation software to present information from an inquiry project including general findings (e.g., Siberian tigers are the largest animals in the cat family.) and specific details (e.g., They weigh up to 1,000 lbs. and grow as long as 13 ft.). Ex. Present findings from a science experiment (e.g., Hot things make cold things warm.) including details (e.g., The hot brick stayed hot and the cold pack got warm.). **Level III Students will:** EESL.8.4. Present findings including relevant details. Ex. Present findings from a science experiment (e.g., The cold pack got warm.) including details (e.g., The hot brick stayed hot.). Ex. After reading a book to learn about an assigned topic, present information from the book including relevant details. **Level II Students will:** EESL.8.4. Present findings. Ex. Presents findings from a science experiment (e.g., The cold pack got warm.). Ex. Choose from several choices about the findings of an experiment (e.g., one finding and two details) and present findings. Ex. After viewing a video about an assigned topic for the purpose of learning two key ideas, present findings. **Level I Students will:** EESL.8.4. With guidance and support, present findings from a group project. Ex. Given a presentation including the findings from a group project, the student uses a switch to the advance through the slides when prompted. Ex. Use a sequenced message device to present findings from a group project one detail at a time.

		adequate volume	of reason, supporting evidence, organization and development of ideas.		
		importance of clear pronunciation			
		use speaking to present claims and findings	**Bridging/Reaching** (Reading/Listening) Students can answer analytical questions about a speaker's purpose and supporting details. (Writing/Speaking) Students can produce matching facts and details to support a written or spoken piece with a specific task, purpose or audience.		
		use verbal and non-verbal techniques to emphasize key points			
		select details and examples to compliment main ideas			
		include evidence to support reasoning in a verbal presentation			
		use appropriate eye contact			
		use adequate volume			
		use clear pronunciation			
		Students understand that the technique, ideas, and organization of a			

		speaker impact the engagement and understanding of the audience.			

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	**Cluster: Presentation of Knowledge and Ideas**	**Grade: 8**	**Standard 5 (SL.8.5)**
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**Quarter 1:** Integrate multimedia and visual displays Determine when to integrate multimedia and visual displays to: • clarify information • strengthen claims and evidence • Determine when to integrate multimedia and visual displays to add interest Integrate multimedia components/visual displays in a presentation to: • clarify information • strengthen claims and evidence • add interest	**Quarter 2:** Integrate multimedia and visual displays Determine when to integrate multimedia and visual displays to: • clarify information • strengthen claims and evidence • Determine when to integrate multimedia and visual displays to add interest Integrate multimedia components/visual displays in a presentation to: • clarify information • strengthen claims and evidence • add interest	**Quarter 3:** Integrate multimedia and visual displays Determine when to integrate multimedia and visual displays to: • clarify information • strengthen claims and evidence • Determine when to integrate multimedia and visual displays to add interest Integrate multimedia components/visual displays in a presentation to: • clarify information • strengthen claims and evidence • add interest	**Quarter 4:** Integrate multimedia and visual displays Determine when to integrate multimedia and visual displays to: • clarify information • strengthen claims and evidence • Determine when to integrate multimedia and visual displays to add interest Integrate multimedia components/visual displays in a presentation to: • clarify information • strengthen claims and evidence • add interest

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students include multimedia components and visual displays to: clarify information strengthen claims and evidence add interest in presentations	integrate multimedia visual displays presentations clarify information strengthen claims and evidence add interest	Students know or are able to: varied multimedia components techniques to integrate multimedia and visual displays into presentations appropriate times when multimedia components and visual displays can be used for clarification, emphasis, and interest techniques for creating multimedia components or visual displays for clarification, emphasis, and interest clarify information, strengthen claims and evidence, and add interest to a presentation through	**Entering/Beginning** (Reading/Listening) With guidance and support students are able to select appropriate images in digital media to go with writing in L1 or L2 (Writing/Speaking) With guidance and support students are able to produce a picture to highlight the salient points of a spoken or written piece in L1 or L2. **Developing/Expanding** (Reading/Listening) Students can drag and drop the parts of a story in chronological order. (Writing/Speaking) Students can describe how to use the multimedia of choice and explain why they made the choice. **Bridging/Reaching** (Reading/Listening) Students can develop a	**EESL.8.5.** Integrate multimedia and visual information into presentations.	**Level IV Students will:** **EESL.8.5.** Create a presentation with multimedia and visual information integrated throughout. Ex. After reading and viewing information about a topic, create a presentation that includes important information integrated with pictures, sounds, and other multimedia elements. Ex. Create a display to present information on a topic that includes text, illustrations, pictures, and sounds. **Level III Students will:** **EESL.8.5.** Integrate multimedia and visual information into presentations. Ex. Given a presentation on a familiar topic, select pictures and sounds to include and select the place where they will fit in the presentation. Ex. Given the text of a presentation displayed on an interactive whiteboard and a palette of clip art images, select images and place them into the presentation. **Level II Students will:** **EESL.8.5.** Select visuals and other multimedia elements to include in a presentation. Ex. Given an array of pictures, select pictures to include in a presentation. Ex. Given a selection of sound clips, select the sounds to include in a presentation. **Level I Students will:** **EESL.8.5.** With guidance and support, select a visual or other multimedia element to include in a group presentation. Ex. Given a presentation created by a small group of peers and an array of possible visual supports identified by peers, select a visual to include in the presentation. Ex. Given a presentation created by a group of peers and two possible sound effects to include, select a sound effect.

| | | the integration of multimedia components and visual displays

The student understand that a speaker can clarify, emphasize information, and add interest through multimedia components and visual displays. | multimedia or visual presentation to clarify the main ideas of a spoken or written piece. (Writing/Speaking) Students can justify the reasoning of their original written or spoken piece using multimedia and visual tools such as: PowerPoint, social media, film editing, Photoshop, podcasts, blogs, vlogs, etc. | | |
|---|---|---|---|---|---|

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking and Listening	**Cluster: Presentation of Knowledge and Ideas**	**Grade: 8**	**Standard 6 (SL.8.6)**
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	**Quarter 1:** Describe the qualities of formal speech Describe the qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal English when speaking	**Quarter 2:** Describe the qualities of formal speech Describe the qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal English when speaking	**Quarter 3:** Describe the qualities of formal speech Describe the qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal English when speaking	**Quarter 4:** Describe the qualities of formal speech Describe the qualities of informal speech Determine if formal or informal speech is appropriate in the context of a given situation Adapt speech to a given context or task when speaking Demonstrate correct use of formal English when speaking

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: adapt speech to a variety of contexts and tasks. demonstrate command of speaking in formal English when indicated or appropriate	adapt speech variety of contexts and tasks demonstrating command of formal English when indicated or appropriate	Students knows: what types of contexts call for formal English techniques for evaluating whether formal English is appropriate to a task and situation vocabulary: formal English adapt their speech appropriately to task and situation demonstrate command of formal English when appropriate to task and situation Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to identify different types of speech, formal and informal. (Writing/Speaking) With guidance and support, students are able to express simple needs in English. **Developing/Expanding** (Reading/Listening) Students are able to understand both formal and informal language (Writing/Speaking) Students are able to use formal and informal language as needed **Bridging/Reaching** (Reading/Listening) Students are able to identify when to adapt a speaking style to a certain task or context. (Writing/Speaking) Students are able to	**EESL.8.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	**Level IV Students will:** **EESL.8.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated for formal situations. Ex. When discussing questions for an interview, use telegraphic speech but compose complete sentences when actually interviewing peers (e.g., The student says, "Ask name, age, favorite singer, why" then ask the following: "Hi, can you help me with a project? I need to ask you some questions. What is your name? How old are you? Who is your favorite singer? Tell me why you think that. Thanks for your help!"). **Level III Students will:** **EESL.8.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., The student holds up the milk carton and says, "help") to complete sentences when an adult stops to ask a question (e.g., "We can go now."). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers. **Level II Students will:** **EESL.8.6.** Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. After saying, "more," expand to say, "I want more" when asked. Ex. After using a multiple message voice output device to say, "bad class," expand it to say, "The class was bad." when asked to say it in a complete sentence. **Level I Students will:** **EESL.8.6.** Communicate in a variety of contexts. Ex. When working with peers, eye gaze to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.

			demonstrate command of formal spoken English including: appropriate use of academic vocabulary, formal tone, absence of jargon and slang.		

College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 8	Standard 1 (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.*	**Quarter 1:** Define verbals: • gerunds • participles • infinitives • Recognize verbs: • active voice • passive voice Identify verb moods: • indicative • Imperative • Interrogative • conditional • subjunctive Recognize inappropriate verb voice and mood Demonstrate command of the conventions of standard English grammar an d usage when writing: Explain the function of verbals in general and in sentences Form and use verbs in active and passive voice	**Quarter 2:** Define verbals: • gerunds • participles • infinitives • Recognize verbs: • active voice • passive voice Identify verb moods: • indicative • Imperative • Interrogative • conditional • subjunctive Recognize inappropriate verb voice and mood Demonstrate command of the conventions of standard English grammar an d usage when writing: Explain the function of verbals in general and in sentences Form and use verbs in active and passive voice	**Quarter 3:** Define verbals: • gerunds • participles • infinitives • Recognize verbs: • active voice • passive voice Identify verb moods: • indicative • Imperative • Interrogative • conditional • subjunctive Recognize inappropriate verb voice and mood Demonstrate command of the conventions of standard English grammar an d usage when writing: Explain the function of verbals in general and in sentences Form and use verbs in active and passive voice	**Quarter 4:** Define verbals: • gerunds • participles • infinitives • Recognize verbs: • active voice • passive voice Identify verb moods: • indicative • Imperative • Interrogative • conditional • subjunctive Recognize inappropriate verb voice and mood Demonstrate command of the conventions of standard English grammar an d usage when writing: Explain the function of verbals in general and in sentences Form and use verbs in active and passive voice

Use the following verb moods correctly: • indicative • imperative • interrogative • conditional • subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood Demonstrate command of the conventions of standard English grammar and usage speaking Form and use verbs in active and passive voice correctly Use the following verb moods correctly: indicative imperative interrogative conditional subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood	Use the following verb moods correctly: • indicative • imperative • interrogative • conditional • subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood Demonstrate command of the conventions of standard English grammar and usage speaking Form and use verbs in active and passive voice correctly Use the following verb moods correctly: indicative imperative interrogative conditional subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood	Use the following verb moods correctly: • indicative • imperative • interrogative • conditional • subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood Demonstrate command of the conventions of standard English grammar and usage speaking Form and use verbs in active and passive voice correctly Use the following verb moods correctly: indicative imperative interrogative conditional subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood	Use the following verb moods correctly: • indicative • imperative • interrogative • conditional • subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood Demonstrate command of the conventions of standard English grammar and usage speaking Form and use verbs in active and passive voice correctly Use the following verb moods correctly: indicative imperative interrogative conditional subjunctive in writing and speaking Correct inappropriate shifts in verb voice and mood

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, when writing and/or speaking, apply standard grammar and usage including: understanding parts of speech (verbals) using active and passive voice correctly varying verb mood recognizing and correcting shifts in verb voice and mood	demonstrate command conventions of standard English grammar usage verbals gerunds participles infinitives active verbs passive verbs indicative mood imperative mood interrogative mood conditional mood subjunctive mood	Students know or are able to: correct grammar and usage impacts how well a message is understood vocabulary: verbals, gerunds, participles, infinitives, active verbs, passive verbs, verb voice, verb mood apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience explain the function of verbals in a particular sentence use active and passive voice correctly vary verb mood as	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to demonstrate their understanding of: gerunds, participles, infinitives in L2 (Writing/Speaking) With guidance and support, students are able to form and use verbs in active and passive voice correctly in L2. **Developing/Expanding** (Reading/Listening) Students will be able to recognize and correct inappropriate shifts in verb voice and mood and carry it out on own in future conversation (Writing/Speaking) Students are able to speak and write using appropriate verb moods. **Bridging/Reaching** (Reading/Listening) Students will be able to	**EEL.8.1.** Demonstrate conventions of standard English grammar when writing or communicating. N/A Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk*). N/A Use appropriate verbs to match nouns.	**Level IV Students will:** **EEL.8.1.a.** N/A **EEL.8.1.b.** Form and use the simple regular and irregular verb tenses (e.g., *I eat, I ate, I am eating*). Ex. Given a model of text with multiple forms of one verb (Look at me *run*. Yesterday I *ran*. Tomorrow I will *go running*. Do you like to *run*?) The student writes own book using another verb (Look at me *eat*. Yesterday I *ate*. Tomorrow I will be *eating*. Do you like to *eat*?). **EEL.8.1.c.** N/A **EEL.8.1.d.** Shift nouns and verbs to match as appropriate. Ex. Combine two sentences that require changes to nouns and/or verbs when combined (e.g., I am *going*. You are *going*. We are *going*.). **Level III Students will:** **EEL.8.1.a.** N/A **EEL.8.1.b.** Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk*). Ex. In reviewing the day's schedule, the student reports, "I did reading, I went to P.E., I ate snack, etc. **EEL.8.1.c.** N/A **EEL.8.1.d.** Use appropriate verbs to match nouns. Ex. Use appropriate forms of *is* and *are* when describing self and others. **Level II Students will:** **EEL.8.1.a.** N/A **EEL.8.1.b.** Use past tense verbs when writing or communicating. Ex. Write captions for photos showing an activity the class did identifying the action in the photo (e.g., *saw movie, danced to music, cooked pizza, worked*). **EEL.8.1.c.** N/A **EEL.8.1.d.** Combine verb + noun in writing or communication. Ex. Communicate using a noun and verb (e.g., *man go, Sally stay*). Ex. Communicate a desired activity using a noun and verb (e.g., *play ball, make*

| | verb voice | appropriate in original writing | identify proper and improper conventions of language in a spoken piece. (Writing/Speaking) Students are able to demonstrate use of proper English language conventions in their L2 speech. | | *cake*).

Level I Students will:
EEL.8.1.a. N/A
EEL.8.1.b. Demonstrate understanding of common verbs.
Ex. Look when asked to look.
Ex. Push the cart when asked to push it.
EEL.8.1.c. N/A
EEL.8.1.d. Demonstrate understanding of common verbs.
Ex. Follow verbal commands (e.g., *sit, go, and stay*). |
| | verb mood | recognize and correct shifts in verb voice and mood

Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations. | | | |

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Strand: Language	**Cluster: Conventions of Standard English**	**Grade: 8**	**Standard 2 (L.8.2)**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	**Quarter 1:** Apply correct capitalization, punctuation, and spelling when writing Use punctuation (commas, ellipsis, dash) to indicate a pause or a break Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical) Know that the interrupting element can be a phrase, an adverb like however, a transitional phrase like in fact, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time Know that an ellipsis is three or	**Quarter 2:** Apply correct capitalization, punctuation, and spelling when writing Use punctuation (commas, ellipsis, dash) to indicate a pause or a break Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical) Know that the interrupting element can be a phrase, an adverb like however, a transitional phrase like in fact, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time Know that an ellipsis is three or	**Quarter 3:** Apply correct capitalization, punctuation, and spelling when writing Use punctuation (commas, ellipsis, dash) to indicate a pause or a break Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical) Know that the interrupting element can be a phrase, an adverb like however, a transitional phrase like in fact, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time Know that an ellipsis is three or four dots within the sentence Use a dash to set off material that is	**Quarter 4:** Apply correct capitalization, punctuation, and spelling when writing Use punctuation (commas, ellipsis, dash) to indicate a pause or a break Use commas to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical) Know that the interrupting element can be a phrase, an adverb like however, a transitional phrase like in fact, a name in direct address, word or words that identifies or restates an immediately preceding noun or pronoun, or an inserted question or exclamation Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time Know that an ellipsis is three or four dots within the sentence Use a dash to set off material that is

	four dots within the sentence	four dots within the sentence	parenthetic or summary in nature	parenthetic or summary in nature
	Use a dash to set off material that is parenthetic or summary in nature	Use a dash to set off material that is parenthetic or summary in nature	Know that a dash is two hyphens without a space between them or on either side	Know that a dash is two hyphens without a space between them or on either side
	Know that a dash is two hyphens without a space between them or on either side	Know that a dash is two hyphens without a space between them or on either side	Recall and apply spelling rules	Recall and apply spelling rules
	Recall and apply spelling rules	Recall and apply spelling rules	Identify and correct misspelled words	Identify and correct misspelled words
	Identify and correct misspelled words	Identify and correct misspelled words		

*May identify focus skills per quarter

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, when writing, apply standard capitalization, punctuation, and spelling including: using punctuation to indicate a pause or break spelling words correctly	demonstrate command conventions of standard English capitalization punctuation spelling comma ellipsis dash spell correctly omission	Students know or are able to: punctuation (e.g. comma, ellipsis, dash) can be used to indicate a pause or break an ellipsis is used to indicate an omission techniques for correct spelling vocabulary: punctuation, comma, ellipsis, dash, omission apply conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience use punctuation to indicate a pause or	**Entering/Beginning** (Reading/Listening) With guidance and support, students can match appropriate punctuation and capitalization with sentence strips. (Writing/Speaking) With guidance and support, students can use proper punctuation and capitalization in their own writing **Developing/Expanding** (Reading/Listening) Students can demonstrate proper use of commas, ellipsis, or dash to indicate a pause or break when reading. (Writing/Speaking) Students can correctly use interrupting elements in their own writing. **Bridging/Reaching** (Reading/Listening) Students can identify and correct misspelled words in a text sample.	**EEL.8.2.** Demonstrate understanding of conventions of standard English when writing. Use end punctuation and capitalization when writing a sentence or question. N/A Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	**Level IV Students will:** **EEL.8.2.a.** Use end punctuation and capitalization when writing text with multiple sentences. Ex. When writing a journal entry, starts each sentence with a capital and ends each sentence appropriately with a period. Ex. Writes a short story and uses correct ending punctuation and capitalization throughout. **EEL.8.2.b.** N/A **EEL.8.2.c.** Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Write a short story, use correct spelling for most words, and use complete phonetic spellings for words with two or more syllables. **Level III Students will:** **EEL.8.2.a.** Use end punctuation and capitalization when writing a sentence or question. Ex. Writes as single sentence about an observation during science class and uses a capital letter to start and a period correctly at the end of the sentence. Ex. Writes a note to a friend including the question, "John, will you go?" Capitalizing the friend's name, first word, and using a question mark correctly. **EEL.8.2.b.** N/A **EEL.8.2.c.** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Spell words phonetically when writing simple sentences. **Level II Students will:** **EEL.8.2.a.** Use a period to end a sentence and capitalize the first word. Ex. When participating in shared writing, remind the teacher to start with a capital and end the sentence with a period. **EEL.8.2.b.** N/A **EEL.8.2.c.** Student spells common sight words correctly. Ex. During shared writing the teacher asks, "Who can help me spell *can?*" and the

| | | break

spell words correctly

Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling. | (Writing/Speaking)
Students can correctly recall and apply spelling rules in their own writing. | | student replies, c-a-n.
Ex. In own writing, student spells common sight words correctly including words like: *is, the, in, at, can, on*.

Level I Students will:
EEL.8.2.a. Participate in shared writing of sentences.
Ex. Make a choice from two items to complete a sentence during shared writing.
EEL.8.2.b. N/A |

Common Core ELA Pacing Guide
8th Grade

College and Career Readiness (CCR) Anchor Standard 3: 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.				
Strand: Language		**Cluster: Knowledge of Language**	**Grade: 8**	**Standard 3 (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).	**Quarter 1:** Recognize the conventions of language for: • writing • speaking • reading • listening • Recognize when: • verbs are active or passive voice • verbs are conditional and subjunctive mood Apply knowledge of language when: • writing • reading • listening • Apply knowledge of language conventions when: • writing • reading • listening Determine when to use: • verbs in active or passive voice • verbs in the conditional	**Quarter 2:** Recognize the conventions of language for: • writing • speaking • reading • listening • Recognize when: • verbs are active or passive voice • verbs are conditional and subjunctive mood Apply knowledge of language when: • writing • reading • listening • Apply knowledge of language conventions when: • writing • reading • listening Determine when to use: • verbs in active or passive voice • verbs in the conditional and	**Quarter 3:** Recognize the conventions of language for: • writing • speaking • reading • listening • Recognize when: • verbs are active or passive voice • verbs are conditional and subjunctive mood Apply knowledge of language when: • writing • reading • listening • Apply knowledge of language conventions when: • writing • reading • listening Determine when to use: • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when writing	**Quarter 4:** Recognize the conventions of language for: • writing • speaking • reading • listening • Recognize when: • verbs are active or passive voice • verbs are conditional and subjunctive mood Apply knowledge of language when: • writing • reading • listening • Apply knowledge of language conventions when: • writing • reading • listening Determine when to use: • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when writing

and subjunctive mood to achieve particular effects when writing	subjunctive mood to achieve particular effects when writing	Use knowledge of language when speaking	Use knowledge of language when speaking
Use knowledge of language when speaking	Use knowledge of language when speaking	Use knowledge of language conventions when speaking	Use knowledge of language conventions when speaking
Use knowledge of language conventions when speaking	Use knowledge of language conventions when speaking	Determine when to use: • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when speaking	Determine when to use: • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when speaking
Determine when to use: • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when speaking	Determine when to use: • verbs in active or passive voice • verbs in the conditional and subjunctive mood to achieve particular effects when speaking		

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, in writing and/or speaking: use verbs in the active and passive voice use verbs in the conditional and subjunctive mood to achieve particular effects	conventions verbs in the active and passive voice verbs in the conditional and subjunctive mood	Students know or are able to: verbs are used in the active or passive voice verbs are used in the conditional and subjunctive mood to achieve particular effects vocabulary: active voice, passive voice, conditional mood, subjunctive mood use verbs in the active and passive voice use verbs in the conditional and subjunctive mood use verbs to achieve particular effects (e.g. emphasizing the actor or the action, expressing uncertainty,	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to identify sentence patterns in L2 (Writing/Speaking) With guidance and support, students are able to use sentence stems and similar scaffolds for independent writing or speaking in L2. **Developing/Expanding** (Reading/Listening) Students are able to distinguish between use of different types of verbs to achieve a particular effect when writing or speaking. (Writing/Speaking) Students are able to produce grade-level stories or spoken pieces. **Bridging/Reaching** (Reading/Listening) Students are able to edit	**EEL.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.	**Level IV Students will:** **EEL.8.3.a.** N/A. **Level III Students will:** **EEL.8.3.a.** Use to-be verbs (*am, are, is, was, were, be, become, became*) accurately when writing and communicating. Ex. Shift from "I am" to "we are" when talking an upcoming event. Ex. Write in journal about own feelings *I am* and those of friends *he is* or *he was*. **Level II Students will:** **EEL.8.3.a.** Uses *I am* and *I was* accurately when writing and communicating. Ex. Reports on emotions saying, "I am happy." Ex. Write "I was scared" when writing about a movie they watched. **Level I Students will:** **EEL.8.3.a.** Demonstrates understanding of common verbs. Ex. Respond when asked a question using a common verb (e.g., "Do you want to go? Are you ready?"). Ex. Point to a picture that depicts a common verb (e.g., "Show me *run.*").

		describing a state contrary to fact) Students understand that carefully choosing precise language can achieve particular effects and communicate complex ideas, actions, moods, and states.	a written piece to contain proper use of conditional and subjunctive verbs and explain their editing choices. (Writing/Speaking) Students are able to express their written and spoken ideas with precision and concise language.		

Common Core ELA Pacing Guide
8th Grade

<table>
<tr>
<td colspan="5">College and Career Readiness (CCR) Anchor Standard 4: 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.</td>
</tr>
<tr>
<td colspan="2">Strand: Language</td>
<td>Cluster: Vocabulary Acquisition and Use</td>
<td>Grade: 8</td>
<td>Standard 4 (L.8.4)</td>
</tr>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or</td>
<td>Quarter 1:
Recognize that many words have more than one meaning

Identify common, grade-appropriate Greek and Latin affixes and roots

Consult general and specialized reference materials, both print and digital, to:
• find pronunciation
• determine or clarify precise meaning or part of speech

Verify the initial determination of t
he meaning of a word

Clarify the intended meaning of multiple-
meaning words and phrases

Determine the meaning of a word or phrase by:
• using context clues
• using common Greek and</td>
<td>Quarter 2:
Recognize that many words have more than one meaning

Identify common, grade-appropriate Greek and Latin affixes and roots

Consult general and specialized reference materials, both print and digital, to:
• find pronunciation
• determine or clarify precise meaning or part of speech

Verify the initial determination of t
he meaning of a word

Clarify the intended meaning of multiple-
meaning words and phrases

Determine the meaning of a word or phrase by:
• using context clues
• using common Greek and Latin affixes and roots</td>
<td>Quarter 3:
Recognize that many words have more than one meaning

Identify common, grade-appropriate Greek and Latin affixes and roots

Consult general and specialized reference materials, both print and digital, to:
• find pronunciation
• determine or clarify precise meaning or part of speech

Verify the initial determination of t
he meaning of a word

Clarify the intended meaning of multiple-meaning words and phrases

Determine the meaning of a word or phrase by:
• using context clues
• using common Greek and Latin affixes and roots</td>
<td>Quarter 4:
Recognize that many words have more than one meaning

Identify common, grade-appropriate Greek and Latin affixes and roots

Consult general and specialized reference materials, both print and digital, to:
• find pronunciation
• determine or clarify precise meaning or part of speech

Verify the initial determination of t
he meaning of a word

Clarify the intended meaning of multiple-meaning words and phrases

Determine the meaning of a word or phrase by:
• using context clues
• using common Greek and Latin affixes and roots</td>
</tr>
</table>

determine or clarify its precise meaning or its part of speech. 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).	Latin affixes and roots • Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	• Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	• Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	• Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students employ a variety of strategies in writing and/or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content by: using context clues to determine meaning (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence) using Greek and Latin affixes and roots as clues to the meaning of a word checking reference materials (glossaries, dictionaries, thesauruses) in print or digital format for the pronunciation, precise meaning of a word, or its part of speech verifying the determination of the meaning of a word or phrase by using context or by using a dictionary	grade 8 reading and content common, grade-appropriate Greek and Latin affixes and roots	Students know or are able to: context (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence) is a clue to the meaning of the word words or parts of words come from the ancient Greek and Latin languages Greek and Latin roots provide clues to meanings of unknown words reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words reference materials are in print and	**Entering/Beginning** (Reading/Listening) With guidance and support, students will be able identify cognates (Writing/Speaking) With guidance and support, students will be able to label words by their Greek and Latin affixes and roots. **Developing/Expanding** (Reading/Listening) Students will be able to use context clues and illustrations to determine word meaning. (Writing/Speaking) Students will be able to explain the different strategies used to find meaning of unknown words **Bridging/Reaching** (Reading/Listening) Students will be able to analyze word meaning of multiple-meaning	**EEL.8.4.** Demonstrate knowledge of new vocabulary drawn from reading and content areas. Use context to identify which word in an array of content related words is missing from a sentence. N/A Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. N/A	**Level IV Students will:** **EEL.8.4.a.** Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning. **EEL.8.4.b.** N/A **EEL.8.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. Ex. Use resources to find meaning of unfamiliar words. **EEL.8.4.d.** N/A **Level III Students will:** **EEL.8.4.a.** Use context to identify which word in an array of content-related words is missing from a sentence. Ex. Complete a maze task by using context to fill in missing words. **EEL.8.4.b.** N/A **EEL.8.4.c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, the student points to an unfamiliar word and asks, "What's that?" Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading. **EEL.8.4.d.** N/A **Level II Students will:** **EEL.8.4.a.** Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to word. **EEL.8.4.b.** N/A

		digital formats	words and phrases (Writing/Speaking) Students will be able to demonstrate flexible use of strategies to determine or clarify unknown words and phrases.		**EEL.8.4.c.** Recognize a new word when encountered while reading or communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned. **EEL.8.4.d.** N/A
		techniques to verify their preliminary determination of the meaning of a word			
		vocabulary: context, clue, sentence, affix, root word, glossaries, dictionaries, thesauruses, reference materials, digital, pronunciation, part of speech			**Level I Students will:** **EEL.8.4.a.** Demonstrate an understanding of the meaning of common words. Ex. Identify an object named by an adult. **EEL.8.4.b.** N/A **EEL.8.4.c.** Asks for help when needed. Ex. Indicates need for help by raising hand, hitting switch, etc. Ex. Use a switch to indicate understanding when asked, "Do you understand?" or "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc. **EEL.8.4.d.** N/A
		determine the meaning of unknown words or phrases by drawing upon context clues (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence)			
		identify and use Greek and Latin affixes and roots as clues to the meaning of a word			
		use reference			

		materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain or verify a word's pronunciation, precise meaning, or part of speech			
		Students understand that they will determine meaning of unknown words or phrases by using context, knowledge of word parts, and consulting reference materials.			

College and Career Readiness (CCR) Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 8**	**Standard 5 (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*).	**Quarter 1:** Recognize the: • meaning of figurative language (e.g. verbal irony, puns) • different types of relationships of words Define the meaning of the terms connotation and denotation. (e.g., bullheaded, willful, firm, persistent, resolute) Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute) Demonstrate the relationship between words to find meaning	**Quarter 2:** Recognize the: • meaning of figurative language (e.g. verbal irony, puns) • different types of relationships of words Define the meaning of the terms connotation and denotation. (e.g., bullheaded, willful, firm, persistent, resolute) Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity	**Quarter 3:**	**Quarter 4:**

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to demonstrate understanding of figurative language, word relationships and nuances in word meanings including: interpreting verbal irony in context interpreting puns in context using the relationship between particular words to better understand each of the words distinguishing among the connotations (associations) of words with similar denotations (definitions)	verbal irony nuances figurative language puns connotations denotations	Students know or are able to: relationships between words can be used to understand words differences between connotation and denotation vocabulary: verbal irony, pun, nuances, figurative language, connotations, denotations interpret verbal irony interpret puns use the relationship between particular words to better understand each of the words distinguish among the connotations of words with similar denotations	**Entering/Beginning** (Reading/Listening) With guidance and support, students are able to match literal meaning or oral description of figurative language (Writing/Speaking) With guidance and support, students are able to draw a picture to show literal or figurative meaning **Developing/Expanding** (Reading/Listening) Students are able to indicate examples of figures of speech. (Writing/Speaking) Students are able to explain and give examples of figurative language **Bridging/Reaching** (Reading/Listening) Students are able to demonstrate understanding of nuance in different	**EEL.8.5.** Demonstrate an understanding of word relationships. Demonstrate understanding of the use of multiple meaning words. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). Use descriptive words to add meaning when writing and communicating.	**Level IV Students will:** **EEL.8.5.a.** Uses multiple meaning words. Ex. Use words in a communication device to convey multiple meanings (e.g., uses cool to comment on the temperature and the shirt someone is wearing). **EEL.8.5.b.** Use compound and complex words when writing and communicating. Ex. Write a response to a reading selection that includes some compound or complex words. **EEL.8.5.c.** Use a variety of descriptive words to add meaning when writing and communicating. Ex. Uses more than one adjective when providing a description of an event. Ex. Given an array of adjectives, select several to use in adding more meaning to a writing assignment that is being revised. **Level III Students will:** **EEL.8.5.a.** Demonstrate understanding of the use of multiple meaning words. Ex. Given an array of choices, point to a second meaning of a word when the first meaning is provided (e.g., *draw* the curtains). Ex. Describe meaning of sentences that use multiple meaning words in two ways (e.g., I had a *fit* when my shoes didn't *fit*.). **EEL.8.5.b.** Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). Ex. Identify a picture that depicts the meaning of a compound or complex word. **EEL.8.5.c.** Use descriptive words to add meaning when writing and communicating. Ex. Write simple sentences that include adjectives to describe pictures. Ex. Add a descriptive word to a sentence to enhance the meaning while completing a writing assignment. **Level II Students will:** **EEL.8.5.a.** Demonstrate understanding of common idioms that include multiple meaning words. Ex. Given an array of choices, demonstrate the literal meaning of common idioms such as *we're cool* or you bet.

| | | Students understand that writers and speakers carefully select and craft words and phrases to convey specific meanings, ideas, and relationships for specific audiences, tasks, and purposes. | denotations of the same general word meaning (Eg. greedy, stingy, selfish, materialistic, gluttonous) (Writing/Speaking) Students are able to use words with varying denotations appropriately in grade level writing and speech. | | **EEL.8.5.b.** Use knowledge of common words to understand the meaning of compound words.
Ex. Identify the common word(s) that is part of a compound word.
EEL.8.5.c. With support to identify where descriptive words could be used, add them to writing and communication.
Ex. After writing a simple sentence, an adult shows the student where an adjective could be inserted and the student selects the word to insert.
Ex. During a shared writing activity, the teacher writes a sentence leaving a blank where an adjective could be inserted and the student selects an adjective to insert.

Level I Students will:
EEL.8.5.a. Respond to a common idiom used by a peer.
Ex. Smile when a peer or teacher says, "We're cool" to indicate a positive reaction.
EEL.8.5.b. Demonstrate understanding of single-syllable words that comprise compound words.
Ex. Identify a picture or other symbolic representation of a bird or house.
Ex. Demonstrate understanding of such words as *walk* (walkway), *run* (runway), and *hand* (handstand) using actions and gestures.
EEL.8.5.c. With support to identify descriptive words.
Ex. Asked, "What color is this ball?," respond "red."
Ex. Asked, "How would you describe the girl in the story? Tall or short?," answers consistent with story. |

College and Career Readiness (CCR) Anchor Standard 6: 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.				
Strand: Language		**Cluster: Vocabulary Acquisition and Use**	**Grade: 8**	**Standard 6 (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.	**Quarter 1:** Identify general academic and domain-specific words and phrases that are grade Appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate references and resources to aid in gathering vocabulary knowledge	**Quarter 2:** Identify general academic and domain-specific words and phrases that are grade Appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate references and resources to aid in gathering vocabulary knowledge	**Quarter 3:** Identify general academic and domain-specific words and phrases that are grade Appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate references and resources to aid in gathering vocabulary knowledge	**Quarter 4:** Identify general academic and domain-specific words and phrases that are grade Appropriate Gather vocabulary knowledge when considering words and phrases important to comprehension or expression Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression Select appropriate references and resources to aid in gathering vocabulary knowledge

Evidence of Student Attainment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: acquire and use grade-appropriate vocabulary accurately utilize general academic words and phrases utilize domain-specific words and phrases identify and learn about vocabulary that is important to comprehension and/or expression	acquire use accurately grade-appropriate general academic and domain-specific words and phrases gather vocabulary knowledge	Students know or are able to: techniques for collecting a variety of new words grade-appropriate general academic words and phrases grade-appropriate domain-specific words and phrases techniques for determining whether a word or phrase is important to comprehension techniques for determining whether a word or phrase is important to expression techniques for using context and resources to understand important vocabulary		**EEL.8.6.** Acquire and use general academic and domain-specific words and phrases.	**Level IV Students will:** **EEL.8.6.** Acquire and use general academic and domain-specific words and phrases. Ex. Describe the elements on a map using the legend as needed. Ex. Describe steps in writing (e.g., draft, revise). **Level III Students will:** **EEL.8.6.** Acquire and use general academic and domain-specific words and phrases. Ex. When asked questions like, "What do you learn in science?," respond, "magnet." Ex. In an end-of-day writing wrap-up, list words and phrases learned during the day. **Level II Students will:** **EEL.8.6.** Recognize an academic and domain-specific word. Ex. Use the word calculator or ruler correctly. **Level I Students will:** **EEL.8.6.** Respond to an academic or domain-specific word. Ex. Use switches or symbols to respond to words from science (e.g., plant, animal). Ex. After the teacher uses objects to teach new vocabulary to the class, respond to objects from science or social studies when asked.

		acquire and use accurately grade-appropriate general academic words and phrases acquire and use accurately grade-appropriate domain-specific words and phrases identify and investigate vocabulary important to comprehension identify and investigate vocabulary important to expression Students understand that the extensive vocabulary needed for success in and beyond school is built through reading, study, and application.			