

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 8

UNITS #1-5

Unit 1 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	RL.8.1	Mini-lesson, modeling
2	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	RL.8.1	Mini-lesson, modeling
3	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.	RL.8.2	Mini-lesson, modeling
4	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the setting.	RL.8.2	Mini-lesson, modeling
5	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the plot ; provide an objective summary of the text.	RL.8.2	Mini-lesson, modeling
6	Determine a theme or central idea of a text and provide an objective summary of the text.	RL.8.2	Mini-lesson, modeling
7	Analyze how particular lines of dialogue or incidents in a story propel the action.	RL.8.3	Mini-lesson, modeling
8	Analyze how particular lines of dialogue or incidents in a story reveal aspects of a character.	RL.8.3	Mini-lesson, modeling
9	Analyze how particular lines of dialogue or incidents in a story provoke a decision.	RL.8.3	Mini-lesson, modeling

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10	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.8.4	Mini-lesson, modeling
11	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.	RL.8.4	Mini-lesson, modeling
12	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 analogies or allusions to other texts.	RL.8.4	Mini-lesson, modeling
13	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.	RL.8.5	Mini-lesson, modeling
14	Analyze how differences in the points of view of the characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.	RL.8.6	Mini-lesson, modeling
15	Analyze how differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.	RL.8.6	Mini-lesson, modeling
16	Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors.	RL.8.7	Mini-lesson, modeling, multimedia
17	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.8.3b.	Modeling, independent writing

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18	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.	W.8.3d.	Modeling, independent writing
19	Write narratives to develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.8.3a.	Modeling, independent writing
20	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	W.8.3c	Writer's Notebook
21	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	W.8.3e.	Modeling
22	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4	Independent writing
23	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 has been addressed.	W.8.5	Peer editing, writing conferences
24	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 audience has been addressed.	W.8.5	Peer editing, writing conferences
25	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.8.6	Multimedia, technology

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26	Draw evidence from literary texts to support analysis and reflection. 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 ”).	W.8.9a	Read-aloud, mini-lesson
27	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10	Independent writing, timed writing
28	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	SL.8.1	Conferences, small group discussions, whole group discussions
29	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.8.1a.	Conferences, small group discussions, whole group discussions
30	When participating in collaborative discussions, follow rules for collegial discussions and decision making , track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b.	Conferences, small group discussions, whole group discussions
31	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	SL.8.1c.	Conferences, small group discussions, whole group discussions
32	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d.	Conferences, small group discussions, whole group discussions

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33	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.2	Conferences, small group discussions, whole group discussions, multimedia
34	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using 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).	SL.8.6; L.8.3	Presentations, small group
35	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1a.	Presentations, small group
36	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active voice.	L.8.1b.	Presentations, small group
37	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; form and use verbs in the passive voice.	L.8.1b.	Presentations, small group
38	Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.2a.	Personal editing
39	Demonstrate command of the conventions of standard English using capitalization, when writing.	L.8.2a.	Personal editing

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40	Demonstrate command of the conventions of standard English to spell correctly.	L.8.2b.	Personal editing
41	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4a.	Independent reading, conferences, Guided Reading
42	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b.	Independent reading, conferences, Guided Reading
43	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).	L.8.4c.d.	Independent reading, conferences, Guided Reading
44	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6	Independent reading, conferences

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Code #	Common Core State Standards
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	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.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	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.

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W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none">a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.8.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
W.8.6	<p>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.</p>
W.8.9a.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none">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”).
W.8.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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SL.8.1	<p>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.</p> <ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
SL.8.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">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.

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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.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and 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 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).
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.

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Unit 2 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	RI.8.1	Mini-lesson, modeling
2	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	RI.8.1	Mini-lesson, modeling
3	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas .	RI.8.2	Mini-lesson, modeling
4	Provide an objective summary of the text.	RI.8.2	Mini-lesson, modeling
5	Analyze how a text makes connections among and distinctions between individuals .	RI.8.3	Mini-lesson, modeling
6	Analyze how a text makes connections among and distinctions between ideas .	RI.8.3	Mini-lesson, modeling
7	Analyze how a text makes connections among and distinctions between individuals, ideas, or events .	RI.8.3	Mini-lesson, modeling
8	Determine the meaning of words and phrases as they are used in a 8th grade text, including figurative, connotative, and technical meanings.	RI.8.4	Mini-lesson, modeling
9	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other 8th grade texts .	RI.8.4	Mini-lesson, modeling

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10	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5	Mini-lesson, modeling
11	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6	Read-aloud, mini-lesson, modeling
12	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.	RI.8.9	Mini-lesson, modeling
13	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 interpretation.	RI.8.9	Mini-lesson, modeling
14	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content.	W.8.2	Independent writing
15	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	W.8.2b.	Mini-lesson, independent writing
16	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	W.8.2c.	Independent writing
17	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through organization of relevant content; introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories .	W.8.2a.	Modeling, independent writing

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18	Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; provide a concluding statement or section that follows from and supports the information or explanation presented.	W.8.2a.f.	Articles, read-alouds
19	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content;	W.8.2	Independent
20	Establish and maintain a formal style when writing.	W.8.2e.	Modeling, read-aloud
21	Use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text.	W.8.2d.	Modeling, read-aloud
22	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.8.4	Independent writing
23	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 has been addressed.	W.8.5	Peer editing, writing conferences
24	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 audience has been addressed.	W.8.5	Peer editing, writing conferences
25	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.8.6	Utilizing resources, multimedia, technology
26	Draw evidence from informational texts to support analysis, reflection, and research.	W.8.9b.	Writer's Notebook

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27	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10	Independent writing, timed writing
28	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.	SL.8.1	Conferences, small group discussions, whole group discussions
29	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.8.1a.	Conferences, small group discussions, whole group discussions
30	When participating in collaborative discussions, follow rules for collegial discussions and decision making , track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b.	Conferences, small group discussions, whole group discussions
31	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.8.1c.	Conferences, small group discussions, whole group discussions
32	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d.	Conferences, small group discussions, whole group discussions
33	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and	SL.8.2	Conferences, small group discussions, whole group discussions
34	Evaluate the motives (e.g., social, commercial, political) behind a presentation.	SL.8.2	Multimedia

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35	Adapt speech to a variety of contexts using 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).	SL.8.6; L.8.3	Presentations
36	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1a.	Independent practice
37	Form and use verbs in the active voice when speaking and writing.	L.8.1b.	Independent writing
38	Form and use verbs in the passive voice.	L.8.1b.	Independent writing
39	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.2a.	Personal editing
40	Demonstrate command of the conventions of standard English using capitalization, when writing.	L.8.2a.	Personal editing
41	Demonstrate command of the conventions of standard English to spell correctly.	L.8.2b.	Personal editing
42	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.8.4a.	Reading conferences, independent reading
43	Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4a.	Reading conferences, independent reading
44	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.8.4b.	Reading conferences, independent reading
45	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b.	Independent practice

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46	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).	L.8.4c.d.	Reading conferences, independent reading
47	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6	Reading conferences, independent reading

Code #	Common Core State Standards
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events .
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts .

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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.
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.9	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.
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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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.
W.8.9b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 irrelevant and sufficient; recognize when irrelevant evidence is introduced”).
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.
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. e. 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. f. Follow rules for collegial discussions and decision-making , track progress toward specific goals and deadlines, and define individual roles as needed. g. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. h. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented .
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation .
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Explain the function of **verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**
- f. **Form and use verbs in the active and passive voice.**
- g. **Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**
- h. **Recognize and correct inappropriate shifts in verb voice and mood.**

L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. **Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**
- e. **Use an ellipsis to indicate an omission.**
- f. Spell correctly.

L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. **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).**

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L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 8** reading and content, choosing flexibly from a range of strategies.

- e. 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.
- f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., precede, recede, secede**).
- g. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- h. 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).

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.

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CONTENT AREA: English Language Arts	GRADE: 8	UNITS #1-5
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Unit 3 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	RI.8.1	Independent reading, Reader's Notebook
2	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	RI.8.1	Independent reading, Reader's Notebook
3	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.	RI.8.2	Independent reading, Reader's Notebook
6	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	RI.8.3	Independent reading, Reader's Notebook
7	Determine the meaning of words and phrases as they are used in a 8th grade text, including figurative, connotative, and technical meanings.	RI.8.4	Independent reading, Reader's Notebook

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UNITS #1-5

8	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other 8th grade texts.	RI.8.4	Independent reading, Reader's Notebook
9	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5	Independent reading, Reader's Notebook
10	Determine an author's point of view or purpose in a text.	RI.8.6	Independent reading, Reader's Notebook
11	Analyze how the author acknowledges and responds to conflicting evidence or viewpoints when reading.	RI.8.6	Independent reading, Reader's Notebook
12	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.	RI.8.8	Independent reading, Reader's Notebook
13	Recognize when irrelevant evidence is introduced when delineating and evaluating an argument and specific claims in a text.	RI.8.8	Independent reading, Reader's Notebook

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14	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.	RI.8.9	Independent reading, Reader's Notebook
15	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 interpretation.	RI.8.9	Independent reading, Reader's Notebook
16	Write arguments to introduce and support claims with clear reasons and relevant evidence; acknowledge and distinguish the claim(s) from alternate or opposing claims.	W.8.1a.	Independent writing
17	Organize the reasons and evidence logically when writing arguments.	W.8.1a.	Independent writing
18	Write arguments to support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1b.	Independent writing
19	When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims , reasons, and evidence.	W.8.1c.	Independent writing
20	When writing arguments, establish and maintain a formal style and provide a concluding statement or section that follows from and supports the argument presented	W.8.1d.e.	Independent writing

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21	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4	Independent writing
22	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 has been addressed.	W.8.5	Peer editing, writing conferences
23	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 audience has been addressed.	W.8.5	Peer editing, writing conferences
24	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.8.6	Modeling, multimedia, technology
25	Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	W.8.8	Modeling, multimedia, technology

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26	Gather relevant information from multiple print and digital sources and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8.8	Modeling, multimedia, technology
27	Draw evidence from literary or informational texts to support analysis, reflection, and research; 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 evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced”).	W.8.9b.	Independent writing, writing conferences
28	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10	Independent writing, timed writing
29	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	SL.8.1	Conferences, small group discussions, whole group discussions

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30	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.8.1a.	Conferences, small group discussions, whole group discussions
31	When participating in collaborative discussions, follow rules for collegial discussions and decision making , track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b.	Conferences, small group discussions, whole group discussions
32	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.8.1c.	Conferences, small group discussions, whole group discussions
33	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d.	Conferences, small group discussions, whole group discussions
34	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.2	Multimedia

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35	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.8.3	Presentation
36	Adapt speech to a variety of contexts using 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).	SL.8.6; L.8.3	Presentation
37	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1a.	Presentation, independent writing
38	Form and use verbs in the active voice.	L.8.1b.	Independent practice
39	Form and use verbs in the passive voice.	L.8.1b.	Independent practice
40	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.2a.	Independent practice

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41	Demonstrate command of the conventions of standard English using capitalization, when writing.	L.8.2a.	Personal editing
42	Demonstrate command of the conventions of standard English to spell correctly.	L.8.2b.	Personal editing
43	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.8.4	Utilizing resources
44	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4a.	Guided Reading, reading conferences
45	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b.	Guided Reading, reading conferences

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46	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).	L.8.4c.d.	Utilizing resources, multimedia, technology
47	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6	Independent reading, conferences

Code #	Common Core State Standards
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events .

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RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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.
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	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.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims , reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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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.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 irrelevant and sufficient; recognize when irrelevant evidence is introduced”).
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.
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. i. 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. j. Follow rules for collegial discussions and decision-making , track progress toward specific goals and deadlines, and define individual roles as needed. k. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. l. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

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SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.j. Form and use verbs in the active and passive voice.k. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.l. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none">g. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.h. Use an ellipsis to indicate an omission.i. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none">c. 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).

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L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 8** reading and content, choosing flexibly from a range of strategies.

- i. 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.
- j. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., precede, recede, secede**).
- k. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- l. 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).

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.

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UNITS #1-5

Unit 4 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	RL.8.1	Independent reading, Reader's Notebook
2	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	RL.8.1	Independent reading, Reader's Notebook
3	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.	RL.8.2	Independent reading, Reader's Notebook
4	Determine a theme or central idea of a text and provide an objective summary of the text.	RL.8.2	Independent reading, Reader's Notebook
5	Analyze how particular lines of dialogue or incidents in a drama propel the action.	RL.8.3	Independent reading, Reader's Notebook

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6	Analyze how particular lines of dialogue or incidents in a drama reveal aspects of a character.	RL.8.3	Independent reading, Reader's Notebook
7	Analyze how particular lines of dialogue or incidents in a drama provoke a decision.	RL.8.3	Modeling, read aloud, independent reading, Reader's Notebook
8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.8.4	Independent reading, Reader's Notebook
9	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.	RL.8.4	Independent reading, Reader's Notebook
10	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 analogies or allusions to other texts.	RL.8.4	Independent reading, Reader's Notebook
11	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.	RL.8.5	Independent reading, Reader's Notebook

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12	Analyze how differences in the points of view of the characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.	RL.8.6	Read-alouds, modeling
13	Analyze how differences in the points of view of the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in an 8th grade text.	RL.8.6	Read-alouds, modeling
14	Analyze the extent to which a filmed or live production of a drama or script stays faithful to or departs from the text, evaluating the choices made by the director or actors.	RL.8.7	Multimedia
15	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL.8.9	Read-alouds
16	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 8 text complexity band independently and proficiently.	RL.8.10	Independent reading, reading conferences
17	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.8.3b.	Independent writing, Writer's Notebook
18	When writing narratives , use precise words and phrases, and sensory language to capture the action and convey experiences and events.	W.8.3d.	Independent writing, Writer's Notebook

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CONTENT AREA: English Language Arts		GRADE: 8	UNITS #1-5
19	When writing narratives, develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.8.3a.	Independent writing, Writer's Notebook
20	When writing narratives , use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	W.8.3c	Independent writing, Writer's Notebook
21	When engaged in narrative writing , provide a conclusion that follows from and reflects on the narrated experiences or events.	W.8.3e.	Independent writing, Writer's Notebook
22	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4	Independent writing, Writer's Notebook
23	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 has been addressed.	W.8.5	Peer editing, writing conferences
24	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 audience has been addressed.	W.8.5	Peer editing, writing conferences
25	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.8.6	Multimedia, technology, small groups, peer work

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26	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration .	W.8.7	Multimedia, technology, small groups, peer work
27	Draw evidence from literary texts to support analysis and reflection. 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”).	W.8.9a	Modeling, mini-lesson
28	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10	Independent writing, timed writing
29	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.	SL.8.1	Conferences, small group discussions, whole group discussions
30	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.8.1a.	Conferences, small group discussions, whole group discussions
31	When participating in collaborative discussions, follow rules for collegial discussions and decision making , track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b.	Conferences, small group discussions, whole group discussions
32	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence ,	SL.8.1c.	Conferences, small group discussions, whole group

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	observations, and ideas.		discussions
33	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d.	Conferences, small group discussions, whole group discussions
34	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.2	Conferences, small group discussions, whole group discussions
35	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 add interest.	SL.8.4	Conferences, small group discussions, whole group discussions, presentations
36	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.8.5	Multimedia, technology
37	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts using 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).	SL.8.6; L.8.3	Presentations
38	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1a.	Presentations, independent writing

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39	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active voice.	L.8.1b.	Personal editing
40	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; form and use verbs in the passive voice.	L.8.1b.	Personal editing
41	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood when speaking and writing.	L.8.1c.	Personal editing
42	When speaking and writing, recognize and correct inappropriate shifts in verb voice and mood.	L.8.1d.	Personal editing
43	Demonstrate command of the conventions of standard English punctuation, when writing; use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.2a.	Independent practice
44	Use an ellipsis to indicate an omission.	L.8.2b.	Independent practice
45	Demonstrate command of the conventions of standard English to spell correctly.	L.8.2c.	Independent practice
46	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4a.	Guided practice

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47	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b.	Independent practice
48	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).	L.8.4c.d.	Utilizing resources
49	Demonstrate understanding of figurative language; interpret figures of speech (e.g. verbal irony, puns) in context.	L.8.5a.	Independent reading
50	Demonstrate understanding of word relationships; use the relationship between particular words to better understand each of the words.	L.8.5b.	Guided practice
51	Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	L.8.5c.	Guided practice
52	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6	Independent reading, conferences

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Code #	Common Core State Standards
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	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.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10	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.

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UNITS #1-5

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, **and show the relationships among experiences and events.**

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6

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.**

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.**

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W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
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.
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. m. 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. n. Follow rules for collegial discussions and decision-making , track progress toward specific goals and deadlines, and define individual roles as needed. o. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence , observations, and ideas. p. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented .
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)

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SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant and evaluate the motives (e.g., social, commercial, political) behind its presentation , evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and add interest.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. m. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. n. Form and use verbs in the active and passive voice. o. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. p. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. j. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. k. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. d. 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).

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L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- m. 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.
- n. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., precede, recede, secede**).
- o. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- p. 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).

L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (**e.g., verbal irony, puns**) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (**e.g., bullheaded, willful, firm, persistent, resolute**).

L.8.6

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.

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Unit 5 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	RL.8.1	Independent reading, Reader's Notebook
2	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	RL.8.1	Independent reading, Reader's Notebook
3	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.	RL.8.2	Independent reading, Reader's Notebook
4	Determine a theme or central idea of a text and provide an objective summary of the text.	RL.8.2	Independent reading, Reader's Notebook

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5	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3	Independent reading, Reader's Notebook
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.8.4	Independent reading, Reader's Notebook
7	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.	RL.8.5	Independent reading, Reader's Notebook
8	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RL.8.6	Independent reading, Reader's Notebook
9	Analyze the extent to which a filmed or live production of a drama or script stays faithful to or departs from the text, evaluating the choices made by the director or actors.	RL.8.7	Independent reading, Reader's Notebook

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10	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL.8.9	Independent reading, Reader's Notebook
11	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grade 8 text complexity band independently and proficiently.	RL.8.10	Independent reading, Reader's Notebook
12	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 text(s).	RI.8.1	Independent reading, Reader's Notebook
13	Cite the textual evidence that most strongly supports an analysis of inferences drawn from grade 8 text(s).	RI.8.1	Independent reading, Reader's Notebook
14	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.	RI.8.2	Independent reading, Reader's Notebook

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15	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	RI.8.3	Independent reading, Reader's Notebook
16	Determine the meaning of words and phrases as they are used in a 8th grade text, including figurative, connotative, and technical meanings.	RI.8.4	Independent reading, Reader's Notebook
17	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other 8th grade texts.	RI.8.4	Independent reading, Reader's Notebook
18	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5	Independent reading, Reader's Notebook
19	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6	Independent reading, Reader's Notebook

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20	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.8.7	Independent reading, Reader's Notebook
21	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient .	RI.8.8	Independent reading, Reader's Notebook
22	Recognize when irrelevant evidence is introduced when delineating and evaluating an argument and specific claims in a text.	RI.8.8	Independent reading, Reader's Notebook
23	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	RI.8.9	Independent reading, Reader's Notebook
24	By the end of the year, read and comprehend literary nonfiction at the high end of the grade 8 text complexity independently and proficiently.	RI.8.10	Independent reading, Reader's Notebook

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25	When writing narratives, develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.8.3a.	Independent writing, writing conferences
26	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.8.3b.	Independent writing, writing conferences
27	When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	W.8.3c	Independent writing, writing conferences
28	When writing narratives, use precise words and phrases, and sensory language to capture the action and convey experiences and events.	W.8.3d.	Independent writing, writing conferences
29	When writing narratives, provide a conclusion that follows from and reflects on the narrated experiences or events.	W.8.3e.	Independent writing, writing conferences
30	Write arguments to introduce and support claims with clear reasons and relevant evidence; acknowledge and distinguish the claim(s) from alternate or opposing claims.	W.8.1a.	Independent writing, writing conferences
31	Organize the reasons and evidence logically when writing arguments.	W.8.1a.	Independent writing, writing conferences

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32	Write arguments to support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1b.	Independent writing, writing conferences
33	When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims , reasons, and evidence.	W.8.1c.	Independent writing, writing conferences
34	When writing arguments, establish and maintain a formal style and provide a concluding statement or section that follows from and supports the argument presented	W.8.1d.e.	Independent writing, writing conferences
35	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4	Independent writing, writing conferences
36	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 has been addressed.	W.8.5	Peer editing, writing conferences
37	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 audience has been addressed.	W.8.5	Peer editing, writing conferences
38	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.8.6	Technology, multimedia

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39	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.8.7	Research
40	Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	W.8.8	Research
41	Gather relevant information from multiple print and digital sources and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8.8	Multimedia
42	Draw evidence from literary texts to support analysis, reflection, and research; apply grade 8 Reading standards to literary nonfiction 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”).	W.8.9a.	Read-alouds, independent reading
43	Draw evidence from informational texts to support analysis, reflection, and research; 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 evidence irrelevant and sufficient; recognize when irrelevant evidence is introduced”).	W.8.9b.	Read-alouds, independent reading

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44	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10	Independent writing, timed writing
45	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.	SL.8.1	Conferences, small group discussions, whole group discussions
46	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.8.1a.	Conferences, small group discussions, whole group discussions
47	When participating in collaborative discussions, follow rules for collegial discussions and decision making , track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b.	Conferences, small group discussions, whole group discussions
48	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.	SL.8.1c.	Conferences, small group discussions, whole group discussions
49	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d.	Conferences, small group discussions, whole group discussions

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50	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.2	Conferences, small group discussions, whole group discussions
51	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.8.3	Conferences, small group discussions, whole group discussions
52	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.4	Presentations
53	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.8.5	Multimedia, presentations
54	Adapt speech to a variety of contexts using 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).	SL.8.6; L.8.3	Presentations
55	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1a.	Presentations
56	Form and use verbs in the active and passive voices.	L.8.1b.	Independent practice

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57	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.2a.	Independent practice
58	Demonstrate command of the conventions of standard English using capitalization, when writing.	L.8.2a.	Personal editing
59	Demonstrate command of the conventions of standard English to spell correctly.	L.8.2b.	Personal editing
60	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.8.4	Guided practice
61	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4a.	Guided practice
62	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b.	Independent practice
63	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).	L.8.4c.d.	Utilizing resources
64	Demonstrate understanding of figurative language; interpret figures of speech (e.g. verbal irony, puns) in context.	L.8.5a.	Independent writing

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65	Demonstrate understanding of word relationships; use the relationship between particular words to better understand each of the words.	L.8.5b.	Independent practice
66	Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) <i>(e.g., bullheaded, willful, firm, persistent, resolute)</i> .	L.8.5c.	Independent practice
67	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6	Independent practice, conferences

Code #	Common Core State Standards
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	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.

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RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10	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.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas ; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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.
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.

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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.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

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W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">f. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.g. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.h. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.i. Establish and maintain a formal style.j. Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.8.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
W.8.6	<p>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.</p>
W.8.7	<p>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.</p>
W.8.8	<p>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.</p>
W.8.9a,b.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">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

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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 irrelevant and sufficient; recognize when irrelevant evidence is introduced”).

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.

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.

- q. 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.
- r. Follow rules for collegial discussions **and decision-making**, track progress toward specific goals and deadlines, and define individual roles as needed.
- s. Pose questions **that connect the ideas of several speakers** and respond to others’ questions and comments with relevant **evidence**, observations, and ideas.
- t. Acknowledge new information expressed by others and, when warranted, **qualify or justify their own views in light of the evidence presented.**

SL.8.2

Analyze the **purpose of information** presented in diverse media and formats (e.g., visually, quantitatively, orally).

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.**

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SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant and evaluate the motives (e.g., social, commercial, political) behind its presentation .evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and add interest.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. q. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. r. Form and use verbs in the active and passive voice. s. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. t. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. l. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. m. Spell correctly.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. e. 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).

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L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- q. 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.
- r. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (**e.g., precede, recede, secede**).
- s. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- t. 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).

L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- d. Interpret figures of speech (**e.g., verbal irony, puns**) in context.
- e. Use the relationship between particular words to better understand each of the words.
- f. Distinguish among the connotations (associations) of words with similar denotations (definitions) (**e.g., bullheaded, willful, firm, persistent, resolute**).

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.