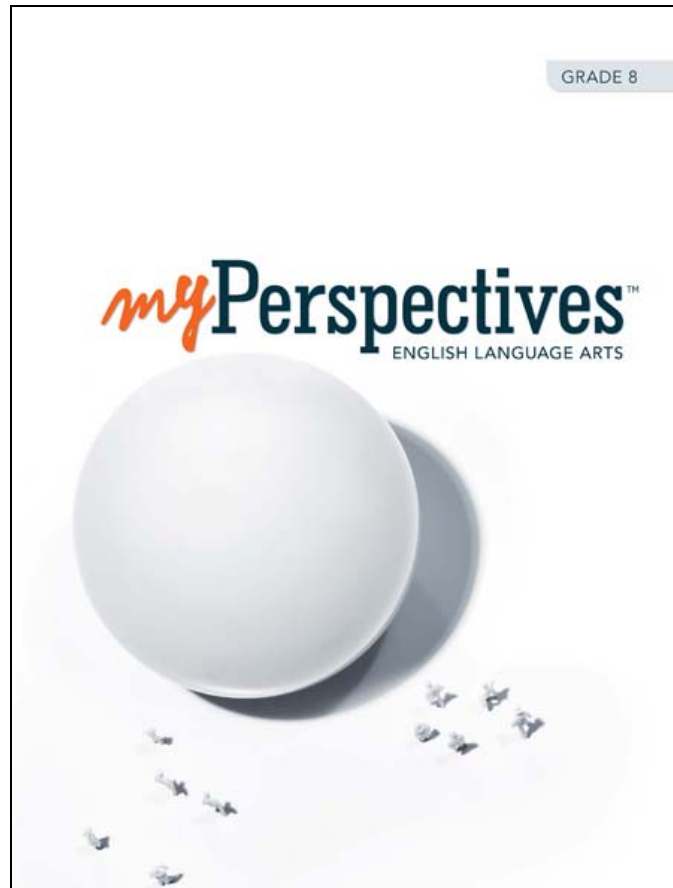


## A Correlation of



**Grade 8, ©2017**

To the

# **Smarter Balanced Assessment Target Skills Grade 8**



# A Correlation of myPerspectives, Grade 8, ©2017 to the Smarter Balanced Assessment Target Skills

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Smarter Balanced Assessment Target Skills**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title.

*myPerspectives™ English Language Arts* is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types	
Grades 6–8 Summative Assessment Targets, Claim #1	
<b>ELA/Literacy Claim #1</b>	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Grade 8	
Literary Texts	
45% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction.	
<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)	
<p>Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 8 Standards: RL-1 (DOK 2)</p> <p>RL-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p>	<p><b>RL-1</b> <b>SE/TE:</b> <i>The Diary of Anne Frank, Act I:</i> 152; <i>The Diary of Anne Frank, Act II:</i> 188; <i>Acceptance Speech for the Nobel Peace Prize:</i> 226; from <i>Flowers for Algernon:</i> 387; <i>Uncle Marcos:</i> 449</p>
<p>Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text. Gr. 8 Standards: RL-2 (DOK 2, DOK 3)</p> <p>RL-2 <u>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.</u></p>	<p><b>RL-2</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 73; <i>Flowers for Algernon:</i> 381; <i>Small-Group Performance Task:</i> 426</p>

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<p>Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. Gr. 8 Standards: RL-4, L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p> <p>RL-4 <u>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.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>a. <u>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.</u></p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>precede, recede, secede</i>).</p> <p>c. <u>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.</u></p>	<p><b>RL-4</b> <b>SE/TE:</b> <i>The Medicine Bag</i>: 22; from <i>Follow the Rabbit-Proof Fence</i>: 321; <i>Retort/The People, Yes/Unsuspecting</i>: 422–423; from <i>The Invention of Everything Else</i>: 506</p> <p><b>L-4</b> <b>SE/TE:</b> <i>The Medicine Bag</i>: 24; <i>Hanging Fire/Translating Grandfather's House</i>: 62; <i>The Setting Sun and the Rolling World</i>: 72; <i>Acceptance Speech for the Nobel Peace Prize</i>: 226; <i>Three Cheers for the Nanny State</i>: 284; <i>Soda Ban? What About Personal Choice?</i>: 292; <i>Words Do Not Pay</i>: 306; from <i>Follow the Rabbit-Proof Fence</i>: 320; <i>Retort/The People, Yes/Unsuspecting</i>: 422; <i>To Fly</i>: 474; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 491</p> <p><b>L-4a</b> <b>SE/TE:</b> <i>The Medicine Bag</i>: 24; <i>You Are the Electric Boogaloo/Just Be Yourself</i>: 44; <i>Hanging Fire/Translating Grandfather's House</i>: 54; <i>Anne Frank: The Diary of a Young Girl</i>: 212; <i>Words Do Not Pay</i>: 306; <i>25 Years Later, Hubble Sees Beyond a Troubled Start</i>: 510</p> <p><b>L-4b</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World</i>: 72; <i>The Diary of Anne Frank, Act I</i>: 154; <i>The Diary of Anne Frank, Act II</i>: 190; <i>Anne Frank: The Diary of a Young Girl</i>: 218; <i>Barrington Irving, Pilot and Educator</i>: 272; <i>Three Cheers for the Nanny State</i>: 284; <i>Soda Ban? What About Personal Choice?</i>: 292; from <i>Follow the Rabbit-Proof Fence</i>: 320; <i>Flowers for Algernon</i>: 382; from <i>Blue Nines and Red Words</i>: 408; <i>Uncle Marcos</i>: 460; from <i>The Invention of Everything Else</i>: 505; <i>25 Years Later, Hubble Sees Beyond a Troubled Start</i>: 516</p>

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<p><b>(Continued)</b></p> <p>d. <u>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).</u></p> <p>L-5b <u>Use the relationship between particular words to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</u></p> <p>L-6 <u>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.</u></p>	<p><b>(Continued)</b></p> <p><b>L-4c</b>  <b>SE/TE:</b> <i>The Medicine Bag: 24; You Are the Electric Boogaloo/Just Be Yourself: 50; Hanging Fire/Translating Grandfather's House: 62; Acceptance Speech for the Nobel Peace Prize: 222; from Follow the Rabbit-Proof Fence: 314; Nikola Tesla: The Greatest Inventor of All?: 491; from The Invention of Everything Else: 505; 25 Years Later, Hubble Sees Beyond a Troubled Start: 510</i></p> <p><b>L-4d</b>  <b>SE/TE:</b> <i>The Medicine Bag: 24; You Are the Electric Boogaloo/Just Be Yourself: 51; Hanging Fire/Translating Grandfather's House: 62; Words Do Not Pay: 306; Nikola Tesla: The Greatest Inventor of All?: 491;</i></p> <p><b>L-5b</b>  <b>SE/TE:</b> <i>The Medicine Bag: 24; You Are the Electric Boogaloo/Just Be Yourself: 51; The Diary of Anne Frank, Act I: 154; from Maus: 230; Nikola Tesla: The Greatest Inventor of All?: 488; from Blue Nines and Red Words: 400; Retort/The People, Yes/Unsuspecting: 416</i></p> <p><b>L-5c</b>  <b>SE/TE:</b> <i>Words Do Not Pay: 311; from The Invention of Everything Else: 494</i></p> <p><b>L-6</b>  <b>SE/TE:</b> <i>Unit Opener: 5, 91, 257, 343, 441; from Maus: 230; The Moth Presents: Aleeza Kazmi: 324; from Flowers for Algernon: 384; The Theory of Multiple Intelligences Infographic: 412, 414; Nikola Tesla: The Greatest Inventor of All?: 488; Sounds of a Glass Armonica: 520, 522</i></p>

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<p>Target 4. REASONING &amp; EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view). Gr. 8 Standards: RL-3, RL-6, <u>RL-9*</u> (DOK 3, DOK 4)</p> <p>RL-3 <u>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.</u></p> <p>RL-6 <u>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.</u></p> <p>RL-9 <u>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.</u></p>	<p><b>RL-3</b> <b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act I: 153; <i>The Diary of Anne Frank</i>, Act II: 189; <i>Uncle Marcos</i>: 449</p> <p><b>RL-6</b> <b>SE/TE:</b> <i>Flowers for Algernon</i>: 381</p> <p><b>RL-9</b> <b>SE/TE:</b> <i>Flowers for Algernon</i>: 381; <i>Uncle Marcos</i>: 449</p>

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<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) <u>within or across texts</u>.</p> <p>Gr. 8 Standards: <u>RL-3</u>, RL-6 (DOK 3, DOK 4)</p> <p><u>RL-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.</u></p> <p><u>RL-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.</u></p>	<p><b>RL-3</b> <b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act I: 153; <i>The Diary of Anne Frank</i>, Act II: 189; <i>Uncle Marcos</i>: 449</p> <p><b>RL-6</b> <b>SE/TE:</b> <i>Flowers for Algernon</i>: 381</p>
<p>Target 6. TEXT STRUCTURES &amp; FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation. Gr. 8 Standards: RL-5 (DOK 2, DOK 3)</p> <p><u>RL-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.</u></p>	<p><b>RL-5</b> <b>SE/TE:</b> <i>Hanging Fire/Translating Grandfather's House</i>: 63; from <i>The Invention of Everything Else</i>: 508</p>



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<p>Target 7. LANGUAGE USE: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 8 Standards: RL-1, RL-4, L-5 (DOK 3)</p> <p>RL-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RL-4 <u>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.</u></p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><b>RL-1</b> <b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act I: 152; <i>The Diary of Anne Frank</i>, Act II: 188; <i>Acceptance Speech for the Nobel Peace Prize</i>: 226; from <i>Flowers for Algernon</i>: 387; <i>Uncle Marcos</i>: 449</p> <p><b>RL-4</b> <b>SE/TE:</b> <i>The Medicine Bag</i>: 22; from <i>Follow the Rabbit-Proof Fence</i>: 321; <i>Retort/The People, Yes/Unsuspecting</i>: 422–423; from <i>The Invention of Everything Else</i>: 506</p> <p><b>L-5</b> <b>SE/TE:</b> from <i>Maus</i>: 230; from <i>Follow the Rabbit-Proof Fence</i>: 321; <i>Retort/The People, Yes/Unsuspecting</i>: 423; from <i>The Invention of Everything Else</i>: 506</p>

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55% of text-related assessment evidence will come from reading informational texts, and may include biographies, science, social studies, and technical texts/topics.	
<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RI-1 (RI-1 is a component of each of the seven targets listed below.)	
<p>Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 8 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2)</p> <p>RI-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RST-1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RH-3 <u>Identify key steps in a text's description of a process related to history/social studies</u> (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p><b>RI-1</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator</i>: 270; <i>Words Do Not Pay</i>: 310</p> <p><b>RH-1</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World</i>: 75; <i>Quiet Resistance</i>: 244D; <i>Barrington Irving, Pilot and Educator</i>: 270; <i>Words Do Not Pay</i>: 310</p> <p><b>RST-1</b> <b>SE/TE:</b> <i>The Human Brain</i>: 347; <i>Flowers for Algernon</i>: 380, 386, 387</p> <p><b>RH-3</b> <b>SE/TE:</b> <i>The Medicine Bag</i>: 16; <i>The Diary of Anne Frank, Act 1</i>: 102</p>

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<p>Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details. Gr. 8 Standards: RI-2, RH-2, RST-2 (DOK 2, DOK 3)</p> <p>RI-2 <u>Determine a central idea of a text</u> and analyze its development over the course of the text, including its relationship to supporting ideas; <u>provide an objective summary of the text.</u></p> <p>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</u> distinct from prior knowledge or opinions.</p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.</p>	<p><b>RI-2</b> <b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl: 219; Three Cheers for the Nanny State: 283; Soda Ban? What About Personal Choice?: 291; Small-Group Performance Task: 426</i></p> <p><b>RH-2</b> <b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl: 219; Three Cheers for the Nanny State: 283; Soda Ban? What About Personal Choice?: 291;</i></p> <p><b>RST-2</b> <b>SE/TE:</b> <i>from Blue Nines and Red Words: 405; Small-Group Performance Task: 426</i></p>

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<p>Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary). Gr. 8 Standards: RI-4, RH-4, RST-4, L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p> <p>RI-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</u>; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RH-4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p>RST-4 <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></p>	<p><b>RI-4</b> <b>SE/TE:</b> <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 50–51; <i>Anne Frank: The Diary of a Young Girl:</i> 220; from <i>Maus:</i> 240; <i>Words Do Not Pay:</i> 311; <i>To Fly:</i> 473; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 517</p> <p><b>RH-4</b> <b>SE/TE:</b> <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 50–51; <i>Anne Frank: The Diary of a Young Girl:</i> 220; from <i>Maus:</i> 240; <i>Words Do Not Pay:</i> 311;</p> <p><b>RST-4</b> <b>SE/TE:</b> <i>To Fly:</i> 472, 473, 474; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 517</p> <p><b>L-4</b> <b>SE/TE:</b> <i>The Medicine Bag:</i> 24; <i>Hanging Fire/Translating Grandfather’s House:</i> 62; <i>The Setting Sun and the Rolling World:</i> 72; <i>Acceptance Speech for the Nobel Peace Prize:</i> 226; <i>Three Cheers for the Nanny State:</i> 284; <i>Soda Ban? What About Personal Choice?:</i> 292; <i>Words Do Not Pay:</i> 306; from <i>Follow the Rabbit-Proof Fence:</i> 320; <i>Retort/The People, Yes/Unsuspecting:</i> 422; <i>To Fly:</i> 474; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 491</p> <p><b>L-4a</b> <b>SE/TE:</b> <i>The Medicine Bag:</i> 24; <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 44; <i>Hanging Fire/Translating Grandfather’s House:</i> 54; <i>Anne Frank: The Diary of a Young Girl:</i> 212; <i>Words Do Not Pay:</i> 306; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 510</p>

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<p><b>(Continued)</b></p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>precede, recede, secede</i>).</p> <p>c. <u>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.</u></p> <p>d. <u>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).</u></p> <p>L-5b <u>Use the relationship between particular words to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p><b>(Continued)</b></p> <p><b>L-4b</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 72; <i>The Diary of Anne Frank, Act I:</i> 154; <i>The Diary of Anne Frank, Act II:</i> 190; <i>Anne Frank: The Diary of a Young Girl:</i> 218; <i>Barrington Irving, Pilot and Educator:</i> 272; <i>Three Cheers for the Nanny State:</i> 284; <i>Soda Ban? What About Personal Choice?:</i> 292; from <i>Follow the Rabbit-Proof Fence:</i> 320; <i>Flowers for Algernon:</i> 382; from <i>Blue Nines and Red Words:</i> 408; <i>Uncle Marcos:</i> 460; from <i>The Invention of Everything Else:</i> 505; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 516</p> <p><b>L-4c</b>  <b>SE/TE:</b> <i>The Medicine Bag:</i> 24; <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 50; <i>Hanging Fire/Translating Grandfather's House:</i> 62; <i>Acceptance Speech for the Nobel Peace Prize:</i> 222; from <i>Follow the Rabbit-Proof Fence:</i> 314; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 491; from <i>The Invention of Everything Else:</i> 505; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 510</p> <p><b>L-4d</b>  <b>SE/TE:</b> <i>The Medicine Bag:</i> 24; <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 51; <i>Hanging Fire/Translating Grandfather's House:</i> 62; <i>Words Do Not Pay:</i> 306; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 491;</p> <p><b>L-5b</b>  <b>SE/TE:</b> <i>The Medicine Bag:</i> 24; <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 51; <i>The Diary of Anne Frank, Act I:</i> 154; from <i>Maus:</i> 230; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 488; from <i>Blue Nines and Red Words:</i> 400; <i>Retort/The People, Yes/Unsuspecting:</i> 416</p> <p><b>L-5c</b>  <b>SE/TE:</b> <i>Words Do Not Pay:</i> 311; from <i>The Invention of Everything Else:</i> 494</p>

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<p><b>(Continued)</b>            L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>(Continued)</b>  <b>L-6</b>  <b>SE/TE:</b> <i>Unit Opener</i>: 5, 91, 257, 343, 441; from <i>Maus</i>: 230; <i>The Moth Presents: Aleeza Kazmi</i>: 324; from <i>Flowers for Algernon</i>: 384; <i>The Theory of Multiple Intelligences Infographic</i>: 412, 414; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 488; <i>Sounds of a Glass Armonica</i>: 520, 522</p>
<p>Target 11. REASONING &amp; EVIDENCE:            Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). Gr. 8 Standards: RI-3, RI-6, RH-6, RST-6, <u>RI-7</u>, * RI-8, RH-8, RST-8, <u>RI-9</u>            (DOK 3, DOK 4)</p> <p>RI-3 <u>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u></p> <p>RI-6 <u>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.</u></p> <p>RH-6 <u>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</u></p> <p>RST-6 <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</u></p> <p>RI-7 <u>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u></p>	<p><b>RI-3</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator</i>: 270; <i>Three Cheers for the Nanny State</i>: 282; from <i>Blue Nines and Red Words</i>: 409; <i>Small-Group Performance Task</i>: 426; <i>To Fly</i>: 465; <i>Nikola Tesla: The Greatest Inventor of All?</i>: 492</p> <p><b>RH-6</b>  <b>SE/TE:</b> <i>Acceptance Speech for the Nobel Peace Prize</i>: 227; <i>Barrington Irving, Pilot and Educator</i>: 274; <i>Three Cheers for the Nanny State</i>: 283</p> <p><b>RST-6</b>  <b>SE/TE:</b> <i>25 Years Later, Hubble Sees Beyond a Troubled Start</i>: 517</p> <p><b>RI-7</b>  <b>SE/TE:</b> <i>Apache Girl's Rite of Passage</i>: 33; <i>Frank Family and World War II Timelines</i>: 194, 200, 201; from <i>Maus</i>: 240</p> <p><b>RI-8</b>  <b>SE/TE:</b> <i>Three Cheers for the Nanny State</i>: 283; <i>Soda Ban? What About Personal Choice?</i>: 294</p> <p><b>RH-8</b>  <b>SE/TE:</b> <i>Three Cheers for the Nanny State</i>: 283; <i>Soda Ban? What About Personal Choice?</i>: 294</p> <p><b>RST-8</b>  <b>SE/TE:</b> <i>Nicola Tesla: The Greatest inventor of All?</i> 508</p>

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<p><b>(Continued)</b>            RI-8 <u>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.</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RI-9 <u>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.</u></p>	<p><b>(Continued)</b>  <b>RI-9</b>  <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?:</i> 291, 294</p>
<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals author's point of view.            Gr. 8 Standards: <u>RI-3</u>, RI-6 (DOK 3, DOK 4)</p> <p><u>RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u></p> <p><u>RI-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.</u></p>	<p><b>RI-3</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator:</i> 270; <i>Three Cheers for the Nanny State:</i> 282; from <i>Blue Nines and Red Words:</i> 409; <i>Small-Group Performance Task:</i> 426; <i>To Fly:</i> 465; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 492</p> <p><b>RI-6</b>  <b>SE/TE:</b> <i>Acceptance Speech for the Nobel Peace Prize:</i> 227; <i>Barrington Irving, Pilot and Educator:</i> 274; <i>Three Cheers for the Nanny State:</i> 283; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 517</p>

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<p>Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation. Gr. 8 Standards: RI-5, RH-5, RST-5, <u>RI-7</u> (DOK 2, DOK 3)</p> <p>RI-5 <u>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.</u></p> <p>RH-5 <u>Describe how a text presents information</u> (e.g., sequentially, comparatively, causally).</p> <p>RST-5 <u>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</u></p> <p>RI-7 <u>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u></p>	<p><b>RI-5</b> <b>SE/TE:</b> <i>Words Do Not Pay:</i> 312; <i>To Fly:</i> 473; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 491</p> <p><b>RH-5</b> <b>SE/TE:</b> <i>Words Do Not Pay:</i> 312; <i>To Fly:</i> 473</p> <p><b>RST-5</b> <b>SE/TE:</b> <i>Nikola Tesla: The Greatest Inventor of All?:</i> 491</p> <p><b>RI-7</b> <b>SE/TE:</b> <i>Apache Girl's Rite of Passage:</i> 33; <i>Frank Family and World War II Timelines:</i> 194, 200, 201; from <i>Maus:</i> 240</p>
<p>Target 14. LANGUAGE USE: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 8 Standards: L-5, L-5a (DOK 3)</p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figures of speech (e.g., verbal irony, puns) in context.</u></p>	<p><b>L-5</b> <b>SE/TE:</b> from <i>Maus:</i> 230; from <i>Follow the Rabbit-Proof Fence:</i> 321; <i>Retort/The People, Yes/Unsuspecting:</i> 423; from <i>The Invention of Everything Else:</i> 506</p> <p><b>L-5a</b> <b>SE/TE:</b> <i>Words Do Not Pay:</i> 310; from <i>The Invention of Everything Else:</i> 506</p>



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Grade 6-8 Summative Assessment Targets, Claim #2	
<b>ELA/Literacy Claim #2</b>	
Students can produce effective writing for a range of purposes and audiences.	
Grade 8	
35% of the assessment evidence will come from composing, revising, and/or editing argumentative writing based on evidence from given sources.	
Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items reported under Claim #4 (Research).	
<p>Target 1a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, W-9 (DOK 3)</p> <p>Target 1b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2)</p> <p>W-3</p> <p>a. <u>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.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u></p>	<p><b>W-3a</b> <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38; from Follow the Rabbit-Proof Fence: 323</i></p> <p><b>W-3b</b> <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38; from Follow the Rabbit-Proof Fence: 323</i></p> <p><b>W-3c</b> <b>SE/TE:</b> <i>Whole-Class Performance Task: 34–38</i></p> <p><b>W-3d</b> <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38</i></p> <p><b>W-3e</b> <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38</i></p>

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<p><b>(Continued)</b></p> <p>c. <u>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.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>(Continued)</b></p> <p><b>W-9</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 291; Words Do Not Pay” 313</i></p>
<p>Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, and transitional strategies for coherence, closure, and authors’ craft—a speech; style or point of view in a short story). Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4) all appropriate to purpose (writing W-3</p> <p>a. <u>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.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u></p>	<p><b>W-3a</b>  <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38; from Follow the Rabbit-Proof Fence: 323</i></p> <p><b>W-3b</b>  <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38; from Follow the Rabbit-Proof Fence: 323</i></p> <p><b>W-3c</b>  <b>SE/TE:</b> <i>Whole-Class Performance Task: 34–38</i></p> <p><b>W-3d</b>  <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38</i></p> <p><b>W-3e</b>  <b>SE/TE:</b> <i>The Medicine Bag: 26; Whole-Class Performance Task: 34–38</i></p> <p><b>W-4</b>  <b>SE/TE:</b> <i>Whole-Class Performance Task: 39, 207, 301, 395, 483; Anne Frank: The Diary of a Young Girl: 221; from Follow the Rabbit-Proof Fence: 323</i></p>

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<p><b>(Continued)</b></p> <p>c. <u>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.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p>W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p>W-5 With some guidance and support from peers and adults, <u>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.</u></p> <p>W-8 <u>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.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><b>(Continued)</b></p> <p><b>W-5</b> <b>SE/TE:</b> <i>Whole-Class Performance Task: 39, 207, 301, 395</i></p> <p><b>W-8</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Words Do Not Pay: 313; from Blue Nines and Red Words: 411; Sounds of a Glass Armonica: 523</i></p> <p><b>W-9</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 291; Words Do Not Pay” 313</i></p>

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<p>Target 3a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. Gr. 8 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, and/or W-9 (DOK 3)</p> <p>Target 3b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 8 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f (DOK 2)</p> <p>W-2</p> <p>a. <u>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.</u></p>	<p><b>W-2a</b> <b>SE/TE:</b> <i>Frank Family and World War II Timelines: 201; Whole-Class Performance Task: 203–204, 390–394; Words Do Not Pay: 313</i></p> <p><b>W-2b</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; The Diary of Anne Frank, Act II: 192; Frank Family and World War II Timelines: 201; Whole-Class Performance Task: 203–204, 390–394; Words Do Not Pay: 313; from Flowers for Algernon: 389; from Blue Nines and Red Words: 411</i></p> <p><b>W-2c</b> <b>SE/TE:</b> <i>Whole-Class Performance Task: 203–206, 390–394; from Flowers for Algernon: 389</i></p> <p><b>W-2d</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Whole-Class Performance Task: 203–206, 390–394; from Blue Nines and Red Words: 411</i></p> <p><b>W-2e</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Whole-Class Performance Task: 203–204, 390–394; from Blue Nines and Red Words: 411</i></p> <p><b>W-2f</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Whole-Class Performance Task: 203–204, 390–394</i></p>

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<p><b>(Continued)</b></p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Establish and <u>maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>(Continued)</b></p> <p><b>W-9</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 291; Words Do Not Pay” 313</i></p>

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<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p> <p>Gr. 8 Standards: W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-2</p> <p>a. <u>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.</u></p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Establish and <u>maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p>	<p><b>W-2a</b> <b>SE/TE:</b> <i>Frank Family and World War II Timelines: 201; Whole-Class Performance Task: 203–204, 390–394; Words Do Not Pay: 313</i></p> <p><b>W-2b</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; The Diary of Anne Frank, Act II: 192; Frank Family and World War II Timelines: 201; Whole-Class Performance Task: 203–204, 390–394; Words Do Not Pay: 313; from Flowers for Algernon: 389; from Blue Nines and Red Words: 411</i></p> <p><b>W-2c</b> <b>SE/TE:</b> <i>Whole-Class Performance Task: 203–206, 390–394; from Flowers for Algernon: 389</i></p> <p><b>W-2d</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Whole-Class Performance Task: 203–206, 390–394; from Blue Nines and Red Words: 411</i></p> <p><b>W-2e</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Whole-Class Performance Task: 203–204, 390–394; from Blue Nines and Red Words: 411</i></p> <p><b>W-2f</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Whole-Class Performance Task: 203–204, 390–394</i></p> <p><b>W-4</b> <b>SE/TE:</b> <i>Whole-Class Performance Task: 39, 207, 301, 395, 483; Anne Frank: The Diary of a Young Girl: 221; from Follow the Rabbit-Proof Fence: 323</i></p> <p><b>W-5</b> <b>SE/TE:</b> <i>Whole-Class Performance Task: 39, 207, 301, 395</i></p>

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<p><b>(Continued)</b></p> <p>W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p>W-5 With some guidance and support from peers and adults, <u>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.</u></p> <p>W-8 <u>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.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><b>(Continued)</b></p> <p><b>W-8</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 74; <i>Words Do Not Pay:</i> 313; from <i>Blue Nines and Red Words:</i> 411; <i>Sounds of a Glass Armonica:</i> 523</p> <p><b>W-9</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator:</i> 274; <i>Soda Ban? What About Personal Choice?:</i> 291; <i>Words Do Not Pay</i> 313</p>
<p>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style. Gr. 8 Standards: W-2a (DOK 2)</p> <p>W-2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; <u>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p>	<p><b>W-2a</b> <b>SE/TE:</b> <i>Frank Family and World War II Timelines:</i> 201; <i>Whole-Class Performance Task:</i> 203–204, 390–394; <i>Words Do Not Pay:</i> 313</p>

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<p>Target 6a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and/or W-9 (DOK 3)</p> <p>Target 6b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e (DOK 2)</p> <p>W-1</p> <p>a. <u>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u></p> <p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p>	<p><b>W-1a</b> <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-1b</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-1c</b> <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-1d</b> <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-1e</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; To Fly: 476; from The Invention of Everything Else: 509</i></p>



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<p><b>(Continued)</b></p> <p>c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><b>(Continued)</b></p> <p><b>W-9</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 291; Words Do Not Pay” 313</i></p>
<p>Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (text) evidence from credible sources, and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented. Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4) W-1</p> <p>a. <u>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u></p> <p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p>	<p><b>W-1a</b> <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-1b</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-1c</b> <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-1d</b> <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; Uncle Marcos: 462; To Fly: 476; from The Invention of Everything Else: 509</i></p>

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<p><b>(Continued)</b>            e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p>W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p>W-5 With some guidance and support from peers and adults, <u>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.</u></p> <p>W-8 <u>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.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><b>(Continued)</b>  <b>W-1e</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 295; Whole-Class Performance Task: 296–300, 478–482; To Fly: 476; from The Invention of Everything Else: 509</i></p> <p><b>W-4</b>  <b>SE/TE:</b> <i>Whole-Class Performance Task: 39, 207, 301, 395, 483; Anne Frank: The Diary of a Young Girl: 221; from Follow the Rabbit-Proof Fence: 323</i></p> <p><b>W-5</b>  <b>SE/TE:</b> <i>Whole-Class Performance Task: 39, 207, 301, 395</i></p> <p><b>W-8</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Words Do Not Pay: 313; from Blue Nines and Red Words: 411; Sounds of a Glass Armonica: 523</i></p> <p><b>W-9</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 291; Words Do Not Pay” 313</i></p>

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<p>Target 8. LANGUAGE &amp; VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. Gr. 8 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, DOK 2)</p> <p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>L-3a <u>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).</u></p> <p>L-6 <u>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.</u></p>	<p><b>W-2d</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 74; <i>Whole-Class Performance Task:</i> 203–206, 390–394; from <i>Blue Nines and Red Words:</i> 411</p> <p><b>W-3d</b> <b>SE/TE:</b> <i>The Medicine Bag:</i> 26; <i>Whole-Class Performance Task:</i> 34–38</p> <p><b>L-3a</b> <b>SE/TE:</b> <i>The Medicine Bag:</i> 25</p> <p><b>L-6</b> <b>SE/TE:</b> <i>Unit Opener:</i> 5, 91, 257, 343, 441; from <i>Maus:</i> 230; <i>The Moth Presents: Aleeza Kazmi:</i> 324; from <i>Flowers for Algernon:</i> 384; <i>The Theory of Multiple Intelligences Infographic:</i> 412, 414; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 488; <i>Sounds of a Glass Armonica:</i> 520, 522</p>

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<p>Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Gr. 8 Standards: L-1, L-2, L-3 (DOK 1, DOK 2)</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p>L-3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u></p>	<p><b>L-1</b> <b>SE/TE:</b> <i>The Diary of Anne Frank, Act I:</i> 155; <i>The Diary of Anne Frank, Act II:</i> 191; <i>Whole-Class Performance Task:</i> 205, 299; <i>Acceptance Speech for the Nobel Peace Prize:</i> 228; <i>Barrington Irving, Pilot and Educator:</i> 272; <i>Three Cheers for the Nanny State:</i> 285; <i>Soda Ban? What About Personal Choice?:</i> 293; from <i>Follow the Rabbit-Proof Fence:</i> 322; <i>Flowers for Algernon:</i> 383; <i>Whole-Class Performance Task:</i> 393; from <i>Blue Nines and Red Words:</i> 410; <i>Uncle Marcos:</i> 461; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 493; from <i>The Invention of Everything Else:</i> 507</p> <p><b>L-2</b> <b>SE/TE:</b> <i>Whole-Class Performance Task:</i> 205; <i>Three Cheers for the Nanny State:</i> 285; <i>To Fly:</i> 475</p> <p><b>L-3</b> <b>SE/TE:</b> <i>The Diary of Anne Frank, Act II:</i> 191; <i>Whole-Class Performance Task:</i> 205; <i>Soda Ban? What About Personal Choice?:</i> 293</p>
<p>Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 8 Standards: W-6 (DOK 1)</p> <p>W-6 <u>Use technology, including the Internet, to produce and publish writing and to present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</u></p>	<p><b>W-6</b> <b>SE/TE:</b> <i>Whole-Group Performance Task:</i> 301; from <i>The Invention of Everything Else:</i> 509</p>

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Grade 6-8 Summative Assessment Targets, Claim #3	
<b>ELA/Literacy Claim #3</b>	
Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Grade 8	
Speaking	
<p>Target 1. [Not assessed on the summative assessment] LANGUAGE &amp; VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. Gr. 8 Standards L-1, L-3a, L-6, SL-6 (DOK 1, DOK 2)</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-3a <u>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).</u></p> <p>L-6 <u>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.</u></p> <p>SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p>	<p><b>L-1</b> <b>SE/TE:</b> <i>The Diary of Anne Frank, Act I:</i> 155; <i>The Diary of Anne Frank, Act II:</i> 191; <i>Whole-Class Performance Task:</i> 205, 299; <i>Acceptance Speech for the Nobel Peace Prize:</i> 228; <i>Barrington Irving, Pilot and Educator:</i> 272; <i>Three Cheers for the Nanny State:</i> 285; <i>Soda Ban? What About Personal Choice?:</i> 293; from <i>Follow the Rabbit-Proof Fence:</i> 322; <i>Flowers for Algernon:</i> 383; <i>Whole-Class Performance Task:</i> 393; from <i>Blue Nines and Red Words:</i> 410; <i>Uncle Marcos:</i> 461; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 493; from <i>The Invention of Everything Else:</i> 507</p> <p><b>L-3a</b> <b>SE/TE:</b> <i>The Medicine Bag:</i> 25</p> <p><b>L-6</b> <b>SE/TE:</b> <i>Unit Opener:</i> 5, 91, 257, 343, 441; from <i>Maus:</i> 230; <i>The Moth Presents: Aleeza Kazmi:</i> 324; from <i>Flowers for Algernon:</i> 384; <i>The Theory of Multiple Intelligences Infographic:</i> 412, 414; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 488; <i>Sounds of a Glass Armonica:</i> 520, 522</p> <p><b>SL-6</b> <b>SE/TE:</b> <i>Small-Group Performance Task:</i> 77, 243, 427</p>

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<p>Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade- level formal English when appropriate. Gr. 8 Standards: SL-6 (DOK 1)</p> <p>SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p>	<p><b>SL-6</b> <b>SE/TE:</b> <i>Small-Group Performance Task:</i> 77, 243, 427</p>
<p>Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. Gr. 8 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 2, DOK 3)</p> <p>SL-1 <u>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.</u></p> <p>SL-4 <u>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p>SL-5 <u>Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u></p>	<p><b>SL-1</b> <b>SE/TE:</b> <i>Hanging Fire/Translating Grandfather's House:</i> 65; <i>Share Your Independent Learning:</i> 82, 248, 334, 432, 530; <i>Anne Frank: The Diary of a Young Girl:</i> 219; <i>Acceptance Speech for the Nobel Peace Prize:</i> 226, 229; from <i>Maus:</i> 240–241; <i>Barrington Irving, Pilot and Educator:</i> 275; <i>The Moth Presents: Aleeza Kazmi:</i> 327; <i>The Theory of Multiple Intelligences Infographic:</i> 415; <i>Retort/The People, Yes/Unsuspecting:</i> 425; <i>Uncle Marcos:</i> 463; <i>To Fly:</i> 477; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 519; <i>Small-Group Performance Task:</i> 525</p> <p><b>SL-4</b> <b>SE/TE:</b> <i>The Medicine Bag:</i> 27; <i>Apache Girl's Rite of Passage:</i> 32; <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 53; <i>Small-Group Performance Task:</i> 76–77, 329, 427, 524–525; <i>Reflect on the Unit:</i> 87, 253, 339, 437, 535; <i>The Diary of Anne Frank, Act II:</i> 193; from <i>Maus:</i> 241; <i>Small-Group Performance Task:</i> 243; <i>Barrington Irving, Pilot and Educator:</i> 275; <i>Soda Ban? What About Personal Choice?:</i> 295; <i>Retort/The People, Yes/Unsuspecting:</i> 425; <i>To Fly:</i> 477; <i>Sounds of a Glass Armonica:</i> 523</p>

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<p><b>(Continued)</b>  SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p>	<p><b>(Continued)</b>  <b>SL-5</b>  <b>SE/TE:</b> <i>You Are the Electric Boogaloo/Just Be Yourself: 53; Small-Group Performance Task: 76–77, 243, 329, 427; Reflect on the Unit: 87; from Maus: 241; Retort/The People, Yes/Unsuspecting: 425; Sounds of a Glass Armonica: 523</i></p> <p><b>SL-6</b>  <b>SE/TE:</b> <i>Small-Group Performance Task: 77, 243, 427</i></p>
Listening	
<p>Target 4. LISTEN/INTERPRET:  Analyze, interpret, and use information delivered orally. Gr. 8 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)</p> <p>SL-2 <u>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.</u></p> <p>SL-3 <u>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.</u></p>	<p><b>SL-2</b>  <b>SE/TE:</b> <i>Apache Girl’s Rite of Passage: 32; Small-Group Performance Task: 328</i></p> <p><b>SL-3</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 275; Small-Group Performance Task: 329, 525; To Fly: 477; 25 Years Later, Hubble Sees Beyond a Troubled Start: 519</i></p>

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Grade 6-8 Summative Assessment Targets, Claim #4	
<b>ELA/Literacy Claim #4</b>	
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Grade 8	
<p>Target 1. [Not assessed on the Summative Assessment]            PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.            Gr. 8 Standards: SL-1, SL-2, SL-4, SL-5; W-7; WHST-7 (DOK 3, DOK 4)</p> <p><u>SL-1 Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher- led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</u></p> <p><u>SL-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.</u></p> <p><u>SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p><u>SL-5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u></p>	<p><b>SL-1</b>  <b>SE/TE:</b> <i>Hanging Fire/Translating Grandfather's House: 65; Share Your Independent Learning: 82, 248, 334, 432, 530; Anne Frank: The Diary of a Young Girl: 219; Acceptance Speech for the Nobel Peace Prize: 226, 229; from Maus: 240–241; Barrington Irving, Pilot and Educator: 275; The Moth Presents: Aleeza Kazmi: 327; The Theory of Multiple Intelligences Infographic: 415; Retort/The People, Yes/Unsuspecting: 425; Uncle Marcos: 463; To Fly: 477; 25 Years Later, Hubble Sees Beyond a Troubled Start: 519; Small-Group Performance Task: 525</i></p> <p><b>SL-2</b>  <b>SE/TE:</b> <i>Apache Girl's Rite of Passage: 32; Small-Group Performance Task: 328</i></p> <p><b>SL-4</b>  <b>SE/TE:</b> <i>The Medicine Bag: 27; Apache Girl's Rite of Passage: 32; You Are the Electric Boogaloo/Just Be Yourself: 53; Small-Group Performance Task: 76–77, 329, 427, 524–525; Reflect on the Unit: 87, 253, 339, 437, 535; The Diary of Anne Frank, Act II: 193; from Maus: 241; Small-Group Performance Task: 243; Barrington Irving, Pilot and Educator: 275; Soda Ban? What About Personal Choice?: 295; Retort/The People, Yes/Unsuspecting: 425; To Fly: 477; Sounds of a Glass Armonica: 523</i></p> <p><b>SL-5</b>  <b>SE/TE:</b> <i>You Are the Electric Boogaloo/Just Be Yourself: 53; Small-Group Performance Task: 76–77, 243, 329, 427; Reflect on the Unit: 87; from Maus: 241; Retort/The People, Yes/Unsuspecting: 425; Sounds of a Glass Armonica: 523</i></p>



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<p><b>(Continued)</b>  <u>W-7, WHST-7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</u></p>	<p><b>(Continued)</b>  <b>W-7, WHST-7</b>  <b>SE/TE:</b> <i>You Are the Electric Boogaloo/Just Be Yourself:</i> 53; <i>Words Do Not Pay:</i> 313; from <i>Blue Nines and Red Words:</i> 411; <i>Sounds of a Glass Armonica:</i> 523</p>
<p>Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).            Gr. 8 Standards: RI-1, RI-6, RI-8, <u>RI-9</u>; RH- and RST-1, 2 and 7-9; W-8, W-9; WHST-8, WHST-9            (PT: DOK 4) (CAT: DOK 2)</p> <p>RI-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-6 <u>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.</u></p> <p>RI-8 <u>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.</u></p> <p>RI-9 <u>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.</u></p> <p>RH, RST-1, 2, 7, 8, 9 (as appropriate to research task or topic):</p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p>	<p><b>RI-1</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator:</i> 270; <i>Words Do Not Pay:</i> 310</p> <p><b>RI-6</b>  <b>SE/TE:</b> <i>Acceptance Speech for the Nobel Peace Prize:</i> 227; <i>Barrington Irving, Pilot and Educator:</i> 274; <i>Three Cheers for the Nanny State:</i> 283; <i>25 Years Later, Hubble Sees Beyond a Troubled Start:</i> 517</p> <p><b>RI-8</b>  <b>SE/TE:</b> <i>Three Cheers for the Nanny State:</i> 283; <i>Soda Ban? What About Personal Choice?:</i> 294</p> <p><b>RI-9</b>  <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?:</i> 291, 294</p> <p><b>RH-1</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 75; <i>Quiet Resistance:</i> 244D; <i>Barrington Irving, Pilot and Educator:</i> 270; <i>Words Do Not Pay:</i> 310</p> <p><b>RST-1</b>  <b>SE/TE:</b> <i>The Human Brain:</i> 347; <i>Flowers for Algernon:</i> 380, 386, 387</p> <p><b>RH-2</b>  <b>SE/TE:</b> <i>Anne Frank: The Diary of a Young Girl:</i> 219; <i>Three Cheers for the Nanny State:</i> 283; <i>Soda Ban? What About Personal Choice?:</i> 291;</p> <p><b>RST-2</b>  <b>SE/TE:</b> <i>from Blue Nines and Red Words:</i> 405; <i>Small-Group Performance Task:</i> 426</p>

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<p><b>(Continued)</b>  RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u>  RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</u>  RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u>  RH-7 <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u>  RST-7 <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u>  RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u>  RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u>  RH-9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u>  RST-9 <u>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p>	<p><b>(Continued)</b>  <b>RH-7</b>  <b>SE/TE:</b> Amazing Man Draws NYC From Memory: 340; The Human Brain: 347; Flowers for Algernon: 390    <b>RST-7</b>  <b>SE/TE:</b> The Diary of Anne Frank: 194; Barrington Irving, Pilot and Educator: 265; The Human Brain: 344    <b>RH-8</b>  <b>SE/TE:</b> <i>Three Cheers for the Nanny State:</i> 283; <i>Soda Ban? What About Personal Choice?:</i> 294    <b>RST-8</b>  <b>SE/TE:</b> Nicola Tesla: The Greatest inventor of All? 508    <b>RH-9</b>  <b>SE/TE:</b> <i>Soda Ban? What About Personal Choice?:</i> 291, 294; Performance Task: 328    <b>RST-9</b>  <b>SE/TE:</b> Overview: Whole-Class Learning 349; Flowers for Algernon: 350, 367    <b>W-8</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 74; <i>Words Do Not Pay:</i> 313; from <i>Blue Nines and Red Words:</i> 411; <i>Sounds of a Glass Armonica:</i> 523    <b>WHST-8</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 74; <i>Words Do Not Pay:</i> 313; from <i>Blue Nines and Red Words:</i> 411; <i>Sounds of a Glass Armonica:</i> 523    <b>W-9</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator:</i> 274; <i>Soda Ban? What About Personal Choice?:</i> 291; <i>Words Do Not Pay</i> 313</p>

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<p><b>(Continued)</b>  W-8 <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; <u>assess the credibility and accuracy of each source</u>; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.</p> <p>WHST-8 <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.</p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p>	<p><b>(Continued)</b>  <b>WHST-9</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator: 274; Soda Ban? What About Personal Choice?: 291; Words Do Not Pay” 313</i></p>

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<p>Target 3. EVALUATE            INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.            Gr. 8 Standards: W-8; WHST-8 (PT: DOK 4) (CAT: DOK 2)</p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; 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.</u></p> <p>WHST-8 <u>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.</u></p>	<p><b>W-8</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Words Do Not Pay: 313; from Blue Nines and Red Words: 411; Sounds of a Glass Armonica: 523</i></p> <p><b>WHST-8</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Words Do Not Pay: 313; from Blue Nines and Red Words: 411; Sounds of a Glass Armonica: 523</i></p>

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<p>Target 4. USE EVIDENCE: Cite evidence to support analyses, arguments, or critiques. Gr. 8 Standards: RH- and RST-1 and 7–9; W-1b, W-8, W-9; WHST-8, WHST-9 (PT: DOK 3) (CAT: DOK 2)</p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p>RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p>RH-7 <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u></p> <p>RST-7 <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RH-9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p> <p>RST-9 <u>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</u></p> <p>W-1b <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p>	<p><b>RH-1</b> <b>SE/TE:</b> The Setting Sun and the Rolling World: 75; Quiet Resistance: 244D; <i>Barrington Irving, Pilot and Educator</i>: 270; <i>Words Do Not Pay</i>: 310</p> <p><b>RST-1</b> <b>SE/TE:</b> The Human Brain: 347; Flowers for Algernon: 380, 386, 387</p> <p><b>RH-7</b> <b>SE/TE:</b> Amazing Man Draws NYC From Memory: 340; The Human Brain: 347; Flowers for Algernon: 390</p> <p><b>RST-7</b> <b>SE/TE:</b> The Diary of Anne Frank: 194; <i>Barrington Irving, Pilot and Educator</i>: 265; The Human Brain: 344</p> <p><b>RH-8</b> <b>SE/TE:</b> <i>Three Cheers for the Nanny State</i>: 283; <i>Soda Ban? What About Personal Choice?</i>: 294</p> <p><b>RST-8</b> <b>SE/TE:</b> Nicola Tesla: The Greatest inventor of All? 508</p> <p><b>RH-9</b> <b>SE/TE:</b> <i>Three Cheers for the Nanny State</i>: 283; <i>Soda Ban? What About Personal Choice?</i>: 294</p> <p><b>RST-9</b> <b>SE/TE:</b> Overview: Whole-Class Learning 349; Flowers for Algernon: 350, 367</p> <p><b>W-1b</b> <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator</i>: 274; <i>Soda Ban? What About Personal Choice?</i>: 295; <i>Whole-Class Performance Task</i>: 296–300, 478–482; <i>Uncle Marcos</i>: 462; <i>To Fly</i>: 476; from <i>The Invention of Everything Else</i>: 509</p>

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<p><b>(Continued)</b>  W-8 <u>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.</u></p> <p>WHST-8 <u>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.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p>	<p><b>(Continued)</b>  <b>W-8</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 74; <i>Words Do Not Pay:</i> 313; from <i>Blue Nines and Red Words:</i> 411; <i>Sounds of a Glass Armonica:</i> 523</p> <p><b>WHST-8</b>  <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 74; <i>Words Do Not Pay:</i> 313; from <i>Blue Nines and Red Words:</i> 411; <i>Sounds of a Glass Armonica:</i> 523</p> <p><b>W-9</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator:</i> 274; <i>Soda Ban? What About Personal Choice?:</i> 291; <i>Words Do Not Pay</i>” 313</p> <p><b>WHST-9</b>  <b>SE/TE:</b> <i>Barrington Irving, Pilot and Educator:</i> 274; <i>Soda Ban? What About Personal Choice?:</i> 291; <i>Words Do Not Pay</i>” 313</p>

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<p>Target 5. [Not assessed on the Summative Assessment] LANGUAGE &amp; VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience. Gr. 8 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2)</p> <p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>L-6 <u>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.</u></p>	<p><b>W-2d</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World:</i> 74; <i>Whole-Class Performance Task:</i> 203–206, 390–394; from <i>Blue Nines and Red Words:</i> 411</p> <p><b>W-3d</b> <b>SE/TE:</b> <i>The Medicine Bag:</i> 26; <i>Whole-Class Performance Task:</i> 34–38</p> <p><b>L-6</b> <b>SE/TE:</b> <i>Unit Opener:</i> 5, 91, 257, 343, 441; from <i>Maus:</i> 230; <i>The Moth Presents: Aleeza Kazmi:</i> 324; from <i>Flowers for Algernon:</i> 384; <i>The Theory of Multiple Intelligences Infographic:</i> 412, 414; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 488; <i>Sounds of a Glass Armonica:</i> 520, 522</p>
<p>Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message. Gr. 8 Standards: L-1, L-2 (DOK 1)</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p>	<p><b>L-1</b> <b>SE/TE:</b> <i>The Diary of Anne Frank, Act I:</i> 155; <i>The Diary of Anne Frank, Act II:</i> 191; <i>Whole-Class Performance Task:</i> 205, 299; <i>Acceptance Speech for the Nobel Peace Prize:</i> 228; <i>Barrington Irving, Pilot and Educator:</i> 272; <i>Three Cheers for the Nanny State:</i> 285; <i>Soda Ban? What About Personal Choice?:</i> 293; from <i>Follow the Rabbit-Proof Fence:</i> 322; <i>Flowers for Algernon:</i> 383; <i>Whole-Class Performance Task:</i> 393; from <i>Blue Nines and Red Words:</i> 410; <i>Uncle Marcos:</i> 461; <i>Nikola Tesla: The Greatest Inventor of All?:</i> 493; from <i>The Invention of Everything Else:</i> 507</p> <p><b>L-2</b> <b>SE/TE:</b> <i>Whole-Class Performance Task:</i> 205; <i>Three Cheers for the Nanny State:</i> 285; <i>To Fly:</i> 475</p>

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<p>Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations. Gr. 8 Standards: W-6, WHST-6; W-8, WHST-8 (DOK 1, DOK 2)</p> <p>W-6, WHST-6 <u>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</u></p> <p>W-8, WHST-8 (see above)</p>	<p><b>W-6, WHST-6</b> <b>SE/TE:</b> <i>Whole-Group Performance Task: 301; from The Invention of Everything Else: 509</i></p> <p><b>W-8, WHST-8</b> <b>SE/TE:</b> <i>The Setting Sun and the Rolling World: 74; Words Do Not Pay: 313; from Blue Nines and Red Words: 411; Sounds of a Glass Armonica: 523</i></p>