A correlation of

myPerspectives

English Language Arts

Grade 8 ©2017

To the

Common Core State Standards for English Language Arts

Grade 8
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DRAFT
Program in Development
### Grade 8 Reading Standards for Literature

#### Key Ideas and Details

**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 the text.

- The *Diary of Anne Frank*, Act 1
- *The Diary of Anne Frank*, Act 2
- Uncle Marcos
  *from* The House of the Spirits

**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 characters, setting, and plot; provide an objective summary of the text.

- The Setting Sun and the Rolling World
- Flowers for Algernon
- Flowers for Algernon video
- Retort/from The People, Yes/Unsuspecting
  - Unit 4 Small-Group Performance Task

**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.

- The *Diary of Anne Frank*, Act 1
- *The Diary of Anne Frank*, Act 2
- Flowers for Algernon video
- Uncle Marcos
  *from* The House of the Spirits

#### Craft and Structure

**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.

- The Medicine Bag
- The Setting Sun and the Rolling World
- Retort/from The People, Yes/Unsuspecting
  *from* The Invention of Everything Else

**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.

- Flowers for Algernon video

**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.

- Flowers for Algernon

#### Integration of Knowledge and Ideas

**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.

- *The Diary of Anne Frank*, Act 2
- Flowers for Algernon video

**RL.8.8.** (Not applicable to literature)

(Not applicable to literature)

**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

- Flowers for Algernon
| Range of Reading and Text Complexity | **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. | Hanging Fire/Translating Grandfather’s House  
The Setting Sun and the Rolling World  
*The Diary of Anne Frank*, Act 1  
*The Diary of Anne Frank*, Act 2 |
| --- | --- | --- |
| **Grade 8 Reading Standards for Informational Text** | **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. | Barrington Irving, Pilot and Educator  
Soda Ban? What About Personal Choice?  
Words Do Not Pay  
*from* Follow the Rabbit-Proof Fence |
| **Key Ideas and Details** | **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. | *from* Anne Frank: The Diary of a Young Girl  
Acceptance Speech for the Nobel Peace Prize  
Soda Ban? What About Personal Choice?  
Unit 4 Small-Group Performance Task |
| **Craft and Structure** | **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | Barrington Irving, Pilot and Educator  
Three Cheers for the Nanny State  
Words Do Not Pay  
*from* Follow the Rabbit-Proof Fence  
To Fly *from* Space Chronicles  
Nikola Tesla: The Greatest Inventor of All? |
| **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. | *You Are the Electric Boogaloo/Just Be Yourself*  
*from* Anne Frank: The Diary of a Young Girl  
Acceptance Speech for the Nobel Peace Prize  
*from* Maus  
Words Do Not Pay  
Multiple Intelligences  
To Fly *from* Space Chronicles  
25 Years Later, Hubble Sees Beyond Troubled Start |
| **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. | *Blue Nines and Red Words*  
To Fly *from* Space Chronicles  
Nikola Tesla: The Greatest Inventor of All? |
| **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. | *Words Do Not Pay*  
Soda Ban? What About Personal Choice?  
25 Years Later, Hubble Sees Beyond Troubled Start |
**Integration of Knowledge and Ideas**

| 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. | Apache Girl’s Rite of Passage
Frank Family and World War II Timelines from Maus |
| 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. | Three Cheers for the Nanny State
Words Do Not Pay |
| 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. | Soda Ban? What About Personal Choice? |

**Range of Reading and Text Complexity**

| 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. | Hanging Fire/Translating Grandfather’s House |

**Grade 8 Writing Standards**

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
</tr>
</thead>
</table>
| W.8.1. Write arguments to support claims with clear reasons and relevant evidence. | Barrington Irving, Pilot and Educator
Soda Ban? What About Personal Choice?
Unit 3 Whole Class Performance Task
To Fly from Space Chronicles
Unit 5 Whole Class Performance Task
from The Invention of Everything Else |
| W.8.1.a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | Soda Ban? What About Personal Choice?
Unit 3 Whole Class Performance Task
from Follow the Rabbit-Proof Fence
To Fly from Space Chronicles
Unit 5 Whole Class Performance Task
from The Invention of Everything Else |
| W.8.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | Barrington Irving, Pilot and Educator
Soda Ban? What About Personal Choice?
Unit 3 Whole Class Performance Task
from Follow the Rabbit-Proof Fence
Uncle Marcos
from The House of the Spirits
To Fly from Space Chronicles
Unit 5 Whole Class Performance Task |
| **W.8.1.c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | **from** The Invention of Everything Else  
Soda Ban? What About Personal Choice?  
Unit 3 Whole Class Performance Task  
Words Do Not Pay  
*from* Follow the Rabbit-Proof Fence  
Uncle Marcos  
*from* The House of the Spirits  
To Fly *from* Space Chronicles  
Unit 5 Whole Class Performance Task  
*from* The Invention of Everything Else |
|---|---|
| **W.8.1.d.** Establish and maintain a formal style. | **from** The Invention of Everything Else  
Soda Ban? What About Personal Choice?  
Unit 3 Whole Class Performance Task  
*from* Follow the Rabbit-Proof Fence  
Uncle Marcos  
*from* The House of the Spirits  
Unit 5 Whole Class Performance Task  
*from* The Invention of Everything Else |
| **W.8.1.e.** Provide a concluding statement or section that follows from and supports the argument presented. | **from** The Invention of Everything Else  
Soda Ban? What About Personal Choice?  
Unit 3 Whole Class Performance Task  
*from* Follow the Rabbit-Proof Fence  
Uncle Marcos  
*from* The House of the Spirits  
Unit 5 Whole Class Performance Task  
*from* The Invention of Everything Else |
| **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | **from** The Setting Sun and the Rolling World  
*The Diary of Anne Frank*, Act 2  
Frank Family and World War II Timelines  
Nikola Tesla: The Greatest Inventor of All? |
| **W.8.2.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. | Frank Family and World War II Timelines  
Unit 2 Whole Class Performance Task  
Unit 4 Whole Class Performance Task |
| **W.8.2.b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | Frank Family and World War II Timelines  
*The Diary of Anne Frank*, Act 2 |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Task/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.8.2.c.</td>
<td>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>W.8.2.d.</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td>W.8.2.e.</td>
<td>Establish and maintain a formal style.</td>
</tr>
<tr>
<td>W.8.2.f.</td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
</tr>
<tr>
<td>W.8.3.a.</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
</tr>
<tr>
<td>W.8.3.b.</td>
<td>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</td>
</tr>
<tr>
<td>W.8.3.c.</td>
<td>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.</td>
</tr>
<tr>
<td>W.8.3.d.</td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
</tr>
<tr>
<td>W.8.3.e.</td>
<td>Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
</tr>
<tr>
<td>Production and Distribution of Writing</td>
<td>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>W.8.5</strong> 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.</td>
<td>Words Do Not Pay</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>W.8.6.</strong> 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.</td>
<td><strong>Unit 1 Whole-Class Performance Task</strong>&lt;br&gt;<strong>Unit 2 Whole Class Performance Task</strong> &lt;br&gt;<em>from</em> The Invention of Everything Else</td>
</tr>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td><strong>W.8.7.</strong> 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.</td>
<td><strong>You Are the Electric Boogaloo/Just Be Yourself</strong>&lt;br&gt;<strong>Words Do Not Pay</strong>&lt;br&gt;<strong>Blue Nines and Red Words</strong>&lt;br&gt;<strong>Water Dancing</strong></td>
</tr>
<tr>
<td><strong>W.8.8.</strong> 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.</td>
<td><strong>Words Do Not Pay</strong>&lt;br&gt;<strong>Blue Nines and Red Words</strong>&lt;br&gt;<strong>Water Dancing</strong></td>
</tr>
<tr>
<td><strong>W.8.9.</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td><strong>Unit 1: Whole-Class Performance Task</strong>&lt;br&gt;<strong>Unit 3: Whole-Class Performance Task</strong>&lt;br&gt;<strong>Unit 5: Whole-Class Performance Task</strong></td>
</tr>
<tr>
<td><strong>W.8.9.a.</strong> 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”).</td>
<td><strong>Uncle Marcos</strong></td>
</tr>
<tr>
<td><strong>W.8.9.b.</strong> 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”).</td>
<td><strong>Three Cheers for the Nanny State</strong>&lt;br&gt;<strong>Soda Ban?</strong></td>
</tr>
<tr>
<td><strong>Range of Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>W.8.10.</strong> 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 purposes.</td>
<td><em><em>from</em> Anne Frank: The Diary of a Young Girl</em>*&lt;br&gt;<strong>Flowers for Algernon video</strong></td>
</tr>
</tbody>
</table>
**Grade 8 Standards for Speaking and Listening**

**Comprehension and Collaboration**

**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.

- *from* Anne Frank: The Diary of a Young Girl
- Acceptance Speech for the Nobel Peace Prize
- *from* Maus
- Barrington Irving, Pilot and Educator
- Unit 4 Small-Group Performance Task
- Uncle Marcos
- *from* The House of the Spirits
- To Fly *from* Space Chronicles
- 25 Years Later, Hubble Sees Beyond Troubled Start
- Unit 5 Small-Group Performance Task

**SL.8.1.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.

- Hanging Fire/Translating Grandfather’s House
- *The Diary of Anne Frank, Act 2*
- Frank Family and World War II Timelines
- Acceptance Speech for the Nobel Peace Prize
- Barrington Irving, Pilot and Educator
- Flowers for Algernon video
- Multiple Intelligences
- Retort/*from* The People, Yes/Unsuspecting
- Uncle Marcos
- *from* The House of the Spirits
- To Fly *from* Space Chronicles
- *from* The Invention of Everything Else
- 25 Years Later, Hubble Sees Beyond Troubled Start
- Water Dancing
- Unit 5 Small-Group Performance Task

**SL.8.1.b.** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- Hanging Fire/Translating Grandfather’s House
- Acceptance Speech for the Nobel Peace Prize
- Barrington Irving, Pilot and Educator
- Flowers for Algernon video
- Multiple Intelligences
- Retort/*from* The People, Yes/Unsuspecting
- Uncle Marcos
- *from* The House of the Spirits
| **SL.8.1.c.** Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. | Hanging Fire/Translating Grandfather’s House
Frank Family and World War II Timelines
Acceptance Speech for the Nobel Peace Prize
Barrington Irving, Pilot and Educator
Multiple Intelligences
Retort/from The People, Yes/Unsuspecting
Uncle Marcos from The House of the Spirits
To Fly from Space Chronicles
from The Invention of Everything Else
25 Years Later, Hubble Sees Beyond Troubled Start
Unit 5 Small-Group Performance Task |
| --- | --- |
| **SL.8.1.d.** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | Hanging Fire/Translating Grandfather’s House
Acceptance Speech for the Nobel Peace Prize
Barrington Irving, Pilot and Educator
Flowers for Algernon video
from The Invention of Everything Else
25 Years Later, Hubble Sees Beyond Troubled Start
Unit 5 Small-Group Performance Task |
| **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. | Apache Girl’s Rite of Passage
The Moth Presents: Aleeza Kazmi
Unit 3 Small-Group Performance Task
Flowers for Algernon video |
| **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. | Barrington Irving, Pilot and Educator
The Moth Presents: Aleeza Kazmi
Unit 3 Small-Group Performance Task
Multiple Intelligences
25 Years Later, Hubble Sees Beyond Troubled Start
Unit 5 Small-Group Performance Task |

**Presentation of Knowledge and Ideas**

**SL.8.4.** Present claims and findings, The Medicine Bag
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.

<table>
<thead>
<tr>
<th>SL.8.5.</th>
<th>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You Are the Electric Boogaloo/Just Be Yourself</td>
<td>Apache Girl’s Rite of Passage</td>
</tr>
<tr>
<td>Unit 1 Small-Group Performance Task</td>
<td>You Are the Electric Boogaloo/Just Be Yourself</td>
</tr>
<tr>
<td>Unit 2 Small-Group Performance Task</td>
<td>Unit 1 Small-Group Performance Task</td>
</tr>
<tr>
<td>Barrington Irving, Pilot and Educator</td>
<td>Unit 2 Small-Group Performance Task</td>
</tr>
<tr>
<td>Words Do Not Pay</td>
<td>Unit 3 Small-Group Performance Task</td>
</tr>
<tr>
<td>Unit 5 Small-Group Performance Task</td>
<td>Multiple Intelligences</td>
</tr>
<tr>
<td>Water Dancing</td>
<td>Water Dancing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SL.8.6.</th>
<th>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Small-Group Performance Task</td>
<td>Unit 1 Small-Group Performance Task</td>
</tr>
<tr>
<td>The Diary of Anne Frank, Act 2</td>
<td>The Diary of Anne Frank, Act 1</td>
</tr>
<tr>
<td>Unit 2 Small-Group Performance Task</td>
<td>Unit 2 Whole Class Performance Task</td>
</tr>
<tr>
<td>Unit 4 Small-Group Performance Task</td>
<td>Acceptance Speech for the Nobel Peace Prize</td>
</tr>
<tr>
<td>Barrington Irving, Pilot and Educator</td>
<td>Barrington Irving, Pilot and Educator</td>
</tr>
<tr>
<td>Three Cheers for the Nanny State</td>
<td>Three Cheers for the Nanny State</td>
</tr>
<tr>
<td>from Follow the Rabbit-Proof Fence</td>
<td>from Follow the Rabbit-Proof Fence</td>
</tr>
<tr>
<td>Flowers for Algernon</td>
<td>Flowers for Algernon</td>
</tr>
<tr>
<td>Blue Nines and Red Words</td>
<td>Blue Nines and Red Words</td>
</tr>
<tr>
<td>Uncle Marcos</td>
<td>Uncle Marcos</td>
</tr>
<tr>
<td>from The House of the Spirits</td>
<td>from The House of the Spirits</td>
</tr>
<tr>
<td>from The Invention of Everything Else</td>
<td>from The Invention of Everything Else</td>
</tr>
</tbody>
</table>

**Grade 8 Standards for Language**

**Conventions of Standard English**

**L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<table>
<thead>
<tr>
<th>The Diary of Anne Frank, Act 1</th>
<th>The Diary of Anne Frank, Act 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2 Whole Class Performance Task</td>
<td>Unit 2 Whole Class Performance Task</td>
</tr>
<tr>
<td>Acceptance Speech for the Nobel Peace Prize</td>
<td>Acceptance Speech for the Nobel Peace Prize</td>
</tr>
<tr>
<td>Barrington Irving, Pilot and Educator</td>
<td>Barrington Irving, Pilot and Educator</td>
</tr>
<tr>
<td>Three Cheers for the Nanny State</td>
<td>Three Cheers for the Nanny State</td>
</tr>
<tr>
<td>from Follow the Rabbit-Proof Fence</td>
<td>from Follow the Rabbit-Proof Fence</td>
</tr>
<tr>
<td>Flowers for Algernon</td>
<td>Flowers for Algernon</td>
</tr>
<tr>
<td>Blue Nines and Red Words</td>
<td>Blue Nines and Red Words</td>
</tr>
<tr>
<td>Uncle Marcos</td>
<td>Uncle Marcos</td>
</tr>
<tr>
<td>from The House of the Spirits</td>
<td>from The House of the Spirits</td>
</tr>
<tr>
<td>from The Invention of Everything Else</td>
<td>from The Invention of Everything Else</td>
</tr>
</tbody>
</table>

**L.8.1.a.** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

| Unit 3 Whole Class Performance Task | Unit 3 Whole Class Performance Task |
| Retort/from The People, Yes/Unsuspecting | Retort/from The People, Yes/Unsuspecting |
| Unit 5 Whole Class Performance Task | Unit 5 Whole Class Performance Task |

**L.8.1.b.** Form and use verbs in the active and passive voice.

<p>| Hanging Fire/Translating Grandfather’s House | Hanging Fire/Translating Grandfather’s House |
| The Setting Sun and the Rolling World | The Setting Sun and the Rolling World |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Unit 4 Whole Class Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.8.1.c.</strong></td>
<td>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
<td>You Are the Electric Boogaloo/Just Be Yourself</td>
</tr>
<tr>
<td><strong>L.8.1.d.</strong></td>
<td>Recognize and correct inappropriate shifts in verb voice and mood.</td>
<td>You Are the Electric Boogaloo/Just Be Yourself</td>
</tr>
</tbody>
</table>
| **L.8.2.** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Unit 2 Whole Class Performance Task
Barrington Irving, Pilot and Educator
Three Cheers for the Nanny State
Soda Ban? What About Personal Choice?
To Fly from Space Chronicles |
| **L.8.2.a.** | Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | Nikola Tesla: The Greatest Inventor of All?
25 Years Later, Hubble Sees Beyond Troubled Start |
| **L.8.2.b.** | Use an ellipsis to indicate an omission. | 25 Years Later, Hubble Sees Beyond Troubled Start |
| **L.8.2.c.** | Spell correctly. | Barrington Irving, Pilot and Educator
Three Cheers for the Nanny State
Unit 3 Whole Class Performance Task
Multiple Intelligences
To Fly from Space Chronicles |
| **Knowledge of Language** | | The Diary of Anne Frank, Act 2
Unit 2 Whole Class Performance Task
Soda Ban? What About Personal Choice? |
| **L.8.3.** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Hanging Fire/Translating Grandfather’s House
The Setting Sun and the Rolling World
Unit 4 Whole Class Performance Task |
| **L.8.3.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). | |
| **Vocabulary Acquisition and Use** | | The Medicine Bag
You Are the Electric Boogaloo/Just Be Yourself
Hanging Fire/Translating Grandfather’s House
The Setting Sun and the Rolling World
from Anne Frank: The Diary of a Young Girl
Acceptance Speech for the Nobel Peace Prize
from Maus
Words Do Not Pay
To Fly from Space Chronicles
Nikola Tesla: The Greatest Inventor of All? |
| L.8.4.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. | The Medicine Bag  
*from* Anne Frank: The Diary of a Young Girl  
Acceptance Speech for the Nobel Peace Prize  
*from* Maus  
Words Do Not Pay  
*Retort from* The People, Yes/Unsuspecting  
25 Years Later, Hubble Sees Beyond Troubled Start |
|---|---|
| L.8.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). | The Setting Sun and the Rolling World  
*The Diary of Anne Frank, Act 1*  
*The Diary of Anne Frank, Act 2*  
Acceptance Speech for the Nobel Peace Prize  
Barrington Irving, Pilot and Educator  
Three Cheers for the Nanny State  
Soda Ban? What About Personal Choice?  
*from* Follow the Rabbit-Proof Fence  
Flowers for Algernon  
Blue Nines and Red Words  
Uncle Marcos  
*from* The House of the Spirits  
25 Years Later, Hubble Sees Beyond Troubled Start |
| L.8.4.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. | The Medicine Bag  
You Are the Electric Boogaloo/Just Be Yourself  
Hanging Fire/Translating Grandfather’s House  
*from* Follow the Rabbit-Proof Fence  
Flowers for Algernon  
Blue Nines and Red Words |
| L.8.4.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). | The Medicine Bag  
You Are the Electric Boogaloo/Just Be Yourself  
Hanging Fire/Translating Grandfather’s House  
*from* Anne Frank: The Diary of a Young Girl  
Words Do Not Pay  
*from* The Invention of Everything Else  
25 Years Later, Hubble Sees Beyond Troubled Start |
| L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | *from* Maus  
Nikola Tesla: The Greatest Inventor of All? |
| **L.8.5.a.** Interpret figures of speech (e.g. verbal irony, puns) in context. | *from The Invention of Everything Else 25 Years Later, Hubble Sees Beyond Troubled Start* |
| L.8.5.b. Use the relationship between particular words to better understand each of the words. | *from Maus To Fly from Space Chronicles* |
| L.8.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | *You Are the Electric Boogaloo/Just Be Yourself The Diary of Anne Frank, Act 1 Words Do Not Pay* |
| 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. | *from Maus Words Do Not Pay Nikola Tesla: The Greatest Inventor of All? from The Invention of Everything Else 25 Years Later, Hubble Sees Beyond Troubled Start* |

*Apache Girl’s Right of Passage Aleeza Kazmi*