



# Diocese of Greensburg Curriculum Literature Grade 8

Unit	Standards	Content	Skills
<p><b>Drama</b></p>	<p><b>CCSS: English Language Arts 6-12</b> <b>CCSS: Grade 8</b></p> <hr/> <p><b>Reading: Literature</b> <b>Key Ideas and Details</b> <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>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.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>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.</p> <p><b>Craft and Structure</b> <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative</b></p>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Theme</li> <li>• Conflict</li> <li>• Setting</li> <li>• Characterization</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Round character</li> <li>• Flat character</li> <li>• Exposition</li> <li>• Inciting incident</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Context clues</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Allusion</li> <li>• Hyperbole</li> <li>• Irony</li> <li>• Symbol</li> <li>• Dialogue</li> <li>• Stage Directions</li> <li>• Monologue</li> <li>• Aside</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify roots, prefixes, and suffixes in words</li> <li>• Use context of sentences to clarify the meaning of unknown words</li> <li>• Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence</li> <li>• Discuss how setting is an important element in the plot structure and how it influences other narrative elements</li> <li>• Explain the influences of exposition, conflict, rising and falling action, climax, and resolution within plot</li> <li>• Critique how characterization is used to portray round, flat, primary, and secondary characters</li> <li>• Analyze theme as an underlying message an author conveys in a drama</li> <li>• Discuss the difference between story-level themes and abstract themes</li> <li>• Analyze how organizational patterns are used to structure information in texts</li> <li>• Explain the relationship among themes, key ideas, main ideas, and supporting ideas in texts</li> <li>• Critique uses of various figures of speech</li> </ul>

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	<p><b>meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>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.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>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.</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>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.</p> <p><b>Speaking &amp; Listening</b>  <b>Comprehension and Collaboration</b>  <b>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>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</p>	<p><b>Suggested works:</b></p> <ul style="list-style-type: none"> <li>• <i>The Diary of Anne Frank</i></li> <li>• <i>Sorry Right Number</i></li> <li>• <i>Romeo and Juliet (Excerpt)</i></li> <li>• <i>A Midsummer Night's Dream (Excerpt)</i></li> <li>• <i>Hamlet (Excerpt)</i></li> <li>• <i>The Taming of the Shrew</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how a historical setting influences the drama</li> <li>• Analyze the effects of visual and auditory elements on the dramatic form</li> </ul>

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	<p>on others' ideas and expressing their own clearly.</p> <p>SL.8.1a. 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.</p> <p>SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>Presentation of Knowledge and Ideas</b>  <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify</p>		

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	<p>information, strengthen claims and evidence, and add interest.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Nonfiction</b></p>	<p><b>CCSS: English Language Arts 6-12</b>  <b>CCSS: Grade 8</b></p> <hr/> <p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>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.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>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.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are</b></p>	<ul style="list-style-type: none"> <li>• Periodicals (newspapers/magazines)</li> <li>• Speeches</li> <li>• Biography</li> <li>• Autobiography</li> <li>• Memoir</li> <li>• Essay</li> <li>• Author's Purpose</li> <li>• Organizational Patterns</li> </ul> <p><b>Suggested works:</b></p> <ul style="list-style-type: none"> <li>• "The Trouble with Television" by Robert MacNeill (persuasive essay)</li> <li>• "Baseball" by Lionel Garcia (autobiographical piece)</li> <li>• "The Gettysburg Address" by Abraham Lincoln (speech/address)</li> <li>• Speech at the Youth Takeover of the United Nations by Malala Yousafzai (<u>excerpts only</u>)</li> <li>• <i>UPFRONT</i> Magazine articles</li> <li>• "I Have a Dream" by Martin Luther King Jr</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how organizational patterns are used to structure information in texts</li> <li>• Determine the relationships among key ideas, main ideas, and supporting ideas in nonfiction</li> <li>• Trace and evaluate the argument and specific claims in a text</li> <li>• Assess whether the reasoning of a text is sound</li> <li>• Assess whether the evidence of a text is relevant and sufficient to support the claims</li> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>• Analyze the interactions among individuals, events, and ideas in a text</li> <li>• Trace the development of argument and claims across different forms of nonfiction</li> <li>• Describe how a text reflects a social, cultural, and historical context</li> <li>• Interpret the different opinions that different readers have about texts</li> <li>• Discuss how language represents and constructs how readers perceive events, people, groups, and ideas</li> </ul>

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	<p><b>used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>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.</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>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.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>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.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>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.</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p>		<ul style="list-style-type: none"> <li>• Analyze the positive and negative effects that language can have on readers</li> <li>• Suggest an author's intended audience and purposes for writing</li> <li>• Describe the specific word choices that authors make to achieve specific effects</li> </ul>

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	<p>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.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>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.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>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.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>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.</p> <p>SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by</p>		

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	<p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>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.</p> <p><b>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></p> <p>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.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused,</p>		

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	<p>coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p><b>Poetry</b></p>	<p><b>CCSS: English Language Arts 6-12</b>  <b>CCSS: Grade 8</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>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.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>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.</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>	<ul style="list-style-type: none"> <li>• Lyric</li> <li>• Narrative</li> <li>• Haiku</li> <li>• Repetition</li> <li>• Rhyme scheme</li> <li>• Meter</li> <li>• Stanza</li> <li>• Imagery</li> <li>• Diction</li> <li>• Tone</li> <li>• Context clues</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Allusion</li> <li>• Hyperbole</li> <li>• Irony</li> <li>• Symbol</li> <li>• Sound devices</li> </ul> <p><b>Suggested works:</b></p> <ul style="list-style-type: none"> <li>• "Nothing Gold Can Stay" by Robert Frost</li> <li>• "The Road Not Taken" by Robert Frost</li> <li>• "The Wreck of the Hesperus" by Longfellow</li> <li>• "Paul Revere's Ride" by Longfellow</li> <li>• "Annabel Lee" by E.A. Poe</li> <li>• "The Abandoned Farmhouse" by Ted Kooser</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Use specific strategies to go beyond the text</li> <li>• Differentiate the characteristics of poetic genres</li> <li>• Analyze the effectiveness of poetic organizational patterns</li> <li>• Evaluate the elements and forms that influence meaning in poetry</li> <li>• Investigate how poetry relies on the sound of spoken language to communicate meaning</li> <li>• Discuss how poetry uses a range of figurative language and imagery to communicate ideas</li> </ul>

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	<p>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.</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>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.</p> <p><b>Speaking &amp; Listening</b>  <b>Comprehension and Collaboration</b>  <b>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>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.</p> <p>SL.8.1a. 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.</p> <p>SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others'</p>		

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	<p>questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>Presentation of Knowledge and Ideas</b>  <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Language</b>  <b>Knowledge of Language</b>  <b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p><b>Novel</b></p>	<p><b>CCSS: English Language Arts 6-12</b>  <b>CCSS: Grade 8</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>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.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>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.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze</p>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Conflict</li> <li>• Setting</li> <li>• Characterization</li> <li>• Point of view</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Round character</li> <li>• Flat character</li> <li>• Exposition</li> <li>• Inciting incident</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Context clues</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Allusion</li> <li>• Hyperbole</li> <li>• Irony</li> <li>• Symbol</li> <li>• Reliability of narrator</li> </ul> <p><b>Suggested novels:</b>  <i>The Outsiders</i>  <i>Witness</i>  <i>Daniel's Story</i>  <i>The Devil's Arithmetic</i>  <i>The Boy in the Striped Pajamas</i>  <i>The Book Thief</i>  <i>The Boy at the Top of the Mountain</i>  <i>To Kill a Mockingbird</i>  <i>The Red Badge of Courage</i></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify roots, prefixes, and suffixes in words</li> <li>• Use context of sentences to clarify the meaning of unknown words</li> <li>• Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence</li> <li>• Evaluate the importance of the setting as an element of the plot structure and its influences other narrative elements</li> <li>• Analyze the interrelated nature of exposition, conflict, rising and falling action, climax, and resolution within plot</li> <li>• Examine the differences between round, flat, primary, and secondary characters</li> <li>• Understand that a theme is an underlying message an author conveys in a novel</li> <li>• Recognize the difference between story-level themes and abstract themes</li> <li>• Recognize the use of first- and third-person narrative points of view</li> <li>• Theorize how the narrative point of view influences how the novel is expressed</li> <li>• Discuss how organizational patterns are used to structure information in texts</li> <li>• Consider themes, key ideas, main ideas, and supporting ideas in texts</li> <li>• Critiques uses of various figures of speech</li> <li>• Understand how a historical setting influences the novel</li> </ul>

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	<p>the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>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.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>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.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>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.</p>		<ul style="list-style-type: none"> <li>• Make intentional bridging inferences and connections across larger sections of texts</li> </ul>

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	<p><b>Speaking &amp; Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>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.</p> <p>SL.8.1a. 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.</p> <p>SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>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.</p>		

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	<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p><b>Short Stories</b></p>	<p><b>CCSS: English Language Arts 6-12</b>  <b>CCSS: Grade 8</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>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.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>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.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze</p>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Theme</li> <li>• Conflict</li> <li>• Setting</li> <li>• Characterization</li> <li>• Point of view</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Round character</li> <li>• Flat character</li> <li>• Exposition</li> <li>• Inciting incident</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Context clues</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Allusion</li> <li>• Hyperbole</li> <li>• Irony</li> <li>• Symbol</li> <li>• Reliability of narrator</li> </ul> <p><b>Suggested Selections:</b></p> <ul style="list-style-type: none"> <li>• "Thank You Ma'am" by Langston Hughes</li> <li>• "The Tell-tale Heart" by E.A. Poe</li> <li>• "A Retrieved Reformation" by O. Henry</li> <li>• "Charles" by Shirley Jackson</li> <li>• "The Lottery" by Shirley Jackson</li> <li>• "The Drummer Boy of Shiloh" by Ray Bradbury</li> <li>• "Rules of the Game" by Amy Tan</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify roots, prefixes, and suffixes in words</li> <li>• Use context of sentences to clarify the meaning of unknown words</li> <li>• Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence</li> <li>• Understand that setting is an important element in the plot structure and that it influences other narrative elements</li> <li>• Recognize exposition, conflict, rising and falling action, climax, and resolution within plot</li> <li>• Identify how characterization is used to portray round, flat, primary, and secondary characters</li> <li>• Understand that a theme is an underlying message an author conveys in a story</li> <li>• Recognize the difference between story-level themes and abstract themes</li> <li>• Recognize the use of first- and third-person narrative points of view</li> <li>• Understand that the narrative point of view influences how the story is told</li> <li>• Understand that organizational patterns are used to structure information in texts</li> <li>• Recognize themes, key ideas, main ideas, and supporting ideas in texts</li> <li>• Recognize uses of various figures of speech</li> <li>• Analyze character's/narrator's point of view affects the text</li> </ul>

Unit	Standards	Content	Skills
	<p>the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>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.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>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.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>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.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in</p>		

Unit	Standards	Content	Skills
	<p>groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1a. 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.</p> <p>SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>Language</b>  <b>Knowledge of Language</b>  <b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

Unit	Standards	Content	Skills
<p><b>The Outsiders</b></p>	<p><b>CCSS: English Language Arts 6-12</b>  <b>CCSS: Grade 8</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>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.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>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.</p> <p><b>Craft and Structure</b>  <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze</p>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Theme</li> <li>• Conflict</li> <li>• Setting</li> <li>• Characterization</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Round character</li> <li>• Flat character</li> <li>• Exposition</li> <li>• Inciting incident</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Context clues</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Allusion</li> <li>• Hyperbole</li> <li>• Irony</li> <li>• Symbol</li> <li>• Dialogue</li> <li>• Stage Directions</li> <li>• Monologue</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify roots, prefixes, and suffixes in words.</li> <li>• Use context of sentences to clarify the meaning of unknown words.</li> <li>• Use word knowledge, grammar, and sentence structure to determine the meaning of a sentence.</li> <li>• Understand that setting is an important element in the plot structure and that it influences other narrative elements.</li> <li>• Recognize exposition, conflict, rising and falling action, climax, and resolution within plot.</li> <li>• Identify how characterization is used to portray round, flat, primary, and secondary characters.</li> <li>• Understand that a theme is an underlying message an author conveys in a novel.</li> <li>• Recognize the difference between story-level themes and abstract themes.</li> <li>• Recognize the use of first- and third-person narrative points of view.</li> <li>• Understand that the narrative point of view influences how the novel is expressed.</li> <li>• Understand that organizational patterns are used to structure information in texts.</li> <li>• Recognize themes, key ideas, main ideas, and supporting ideas in texts.</li> <li>• Recognize uses of various figures of speech.</li> <li>• Understand how a historical setting influences the novel.</li> </ul>

Unit	Standards	Content	Skills
	<p>the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>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.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>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.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>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.</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>RL.8.8. (Not applicable to literature)</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>		

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	<p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

