

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 1 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
RL.8.1 RL.8.2 RL.8.3 RL.8.6 RL.8.10	<ul style="list-style-type: none"> • I can cite text evidence that supports an analysis of what the text says and draw inferences from the text. • I can determine a theme and analyze its development. • I can understand the relationship between the characters, setting, and plot and how they develop throughout the text. • I can provide an objective summary of the text. • I can analyze how lines of dialogue or particular incidents in a story propel the action, reveal aspects of a character or provoke a decision. • I can analyze how differences in the points of view of the characters and the audience create such effects as suspense or humor. • I can read and understand literature (stories, drama, poems) at the high end of grade level complexity independently and proficiently. 	citing resources inferences connotative/denotative textual evidence plot direct/indirect characterization external/internal conflict theme setting point of view fiction poetry drama proficient narrator author biography/autobiography folk tales myths character analysis static/dynamic characters context literature tone opinion stanza scene inference predictions science fiction mystery suspense motif symbol interdependence utopia	JMS Writing Rubric Comprehension tests Teacher Observations Teacher/Student Conferences Journal Writing Student Presentations Student Reflections Peer Feedback Teacher Feedback Book Reviews Reports Projects Research Projects Essays Group Discussions	Text: Elements of Literature(2000) Periodical: Scope Magazine JMS Writing Rubric 100 Quickwrites (2003) Write Like This (2011) Dictionary Thesaurus Word lists Websites: ReadWriteThink Flocabulary EdHelper EnglishforEveryone Computer Lab Library Chrome Books Poems Speeches Essays Newspapers Novels Student approved websites

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 2 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
RI.8.1 RI.8.4 RI.8.6 RI.8.10	<ul style="list-style-type: none"> • I can cite text evidence that strongly supports an analysis of what the text says. • I can draw inferences from the text. • I can determine the meaning of words and phrases as they are used in a text. • I can understand the meaning of figurative, connotative, and technical meanings in a text. • I can analyze the impact of specific word choices on meaning and tone. • I can determine an author’s point of view. • I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. • I can read and comprehend literary nonfiction at the high end of my grade level independently and proficiently. 	Nonfiction Theme Text Comparison Connotative Author Viewpoint Figurative Meanings Text Evidence Context Point of View Opinion/Fact Claims Inferences Objective Summary Subjective Summary Elaborated Structure Analysis Technical meaning Format Media Illustrated Introduced Evidence Key Details Critical Thinking Text Features Headline Central Idea Close Reading Predictions Word Choice Inferences Subheads Tone Author’s Purpose		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 3 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
W.8.1a W.8.1b W.8.1c W.8.1d W.8.1e W.8.4 W.8.5 W.8.6 W.8.10	<ul style="list-style-type: none"> • I can write arguments to support claims with clear reasons and relevant evidence. • I can introduce claims and acknowledge opposing claims. • I can organize evidence and reasons logically. • I can support claims using evidence and accurate sources, demonstrating an understanding of the topic or text. • I can use words and phrases to create cohesion and clarify the relationship among opposing evidence. • I can establish and maintain a formal style. • I can provide a concluding statement that follows and supports the argument presented. • I can produce coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • I can develop and strengthen writing as needed by planning, revising, editing, rewriting, with the support from peers and adults. • I can use technology to produce and publish writing. • I can present relationships between my writing and information and ideas from others and work collaboratively with others. 	Narrative Precision Formal Style Transition Words Domain Specific Vocabulary Claims Dialogue Ellipsis Introduction Conclusion Textual Evidence Quotations Informative Text Explanatory Text Multimedia Narrator Setting Character Sequencing Comprehension Citing Resources Formal/Informal Style Peer Editing Revising Writing Time Frames Shorter/Extended Planning Brain Storming Organizing Transitions Reflection Descriptive Details Clear/Coherent		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 4 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
L.8.4a L.8.4b L.8.4c L.8.4d L.8.5c	<ul style="list-style-type: none"> • I can use context as a clue as to the meaning of a word or phrase. • I can use grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • I can consult reference materials both print and digital to find meaning, clarify pronunciation, or identify part of speech. • I can verify meaning of a word by checking the inferred meaning by checking context or a dictionary. • I can understand figurative language, word relationships, and nuances in a word. Connotation/Denotation 	subject predicate sentence punctuation grammar part of speech metaphor simile personification idiom denotation/connotation figurative language reference materials context clues affixes prefixes suffixes inferred nuance noun verb adjective pronoun conjunction adverb		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 1st Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 5 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
SL.8.1 SL.8.1d SL.8.4 SL.8.5	<ul style="list-style-type: none"> • I can use collaborative discussions building on others’ ideas and expressing my own views clearly. • I can be prepared for discussion by referring to evidence. • I can acknowledge new information expressed by others. • I can qualify or justify my own view according to evidence presented. • I can present claims and findings in a coherent manner using evidence, sound reasoning, well-chosen details; using good eye contact, volume, and pronunciation. • I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest. 	Argument Evidence Persuasion Details Text Speaker Multimedia Elmo Sound-reasoning Coherent Collaborative Claims Goal Adequate Context Presentation Main Ideas Partner Key Ideas Support Paraphrasing Elaborate Variety Issue Specific Roles Topic Reflection Reasoning Perspectives Theme Formal English Diverse		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 1 of 6

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
RL.8.1 RL.8.3 RL.8.4 RL.8.5 RL.8.6 RL.8.10	<ul style="list-style-type: none"> • I can cite text evidence that strongly supports an analysis of what the text says. • I can draw inferences from the text. • I can analyze how lines of dialogue or particular incidents in a story propel the action, reveal aspects of a character or provoke a decision. • I can determine the meaning of words as they are used in a text. • I can understand figurative and connotative meanings and analyze the impact of word choices on meaning and tone. • I can compare and contrast the structure of two or more texts and analyze how each contributes to meaning and style. • I can analyze how the differences in points of view of the characters and audience help create effects such as suspense or humor. • I can read and understand literature (stories, drama, poems) at the high end of grade level complexity independently and proficiently. 	citing resources inferences connotative/denotative textual evidence plot direct/indirect characterization external/internal conflict theme setting point of view fiction poetry drama proficient narrator author biography/autobiography humor character analysis static/dynamic characters context literature tone opinion stanza scene inference predictions propel action comprehend suspense symbol	JMS Writing Rubric Comprehension tests Teacher Observations Teacher/Student Conferences Journal Writing Student Presentations Student Reflections Peer Feedback Teacher Feedback Book Reviews Reports Projects Research Projects Essays Group Discussions	Text: Elements of Literature(2000) If They Can Argue Well, They Can Write Well (2008) Periodical: Scope Magazine JMS Writing Rubric 100 Quickwrites (2003) Write Like This (2011) Dictionary Thesaurus Word lists Websites: ReadWriteThink Flocabulary EdHelper EnglishforEveryone Computer Lab Library Chrome Books Poems Speeches Essays Newspapers Novels Student approved websites

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 2 of 6

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
RI.8.2 RI.8.3 RI.8.5 RI.8.8 RI.8.10	<ul style="list-style-type: none"> • I can determine the central idea of a text and analyze its development, including its relationship to supporting ideas. • I can provide a objective summary of the text. • I can analyze how a text makes connections and distinctions among individuals, ideas, or events. • I can analyze in detail the structure of a specific paragraph, including the role of particular sentences in developing a key concept. • I can delineate and evaluate the argument and specific claims in a text. • I can assess whether reasoning is sound and evidence is relevant and sufficient. • I can recognize when irrelevant evidence is introduced. • I can read and comprehend literary nonfiction at the high end of my grade level independently and proficiently. 	Debate Fact / Opinion Evidence Persuade Contention Rebuttal / Concede Counterargument Quote Resolve Proposition Affirmative Side Negative Side Oppose URL data population questionnaire survey sample mean median mode percentage range search engine statistics generalize persuade alternative reasoning stereotype inductive reasoning deductive reasoning fallacy logical illogical evade testimonial slogan generalize simplify analogy		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 3 of 6

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
W.8.2 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10	<ul style="list-style-type: none"> • I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • I can introduce a topic clearly while organizing ideas and information into broader categories. • I can format, use graphics, and multimedia when useful to aiding comprehension. • I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • I can use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • I can use precise language and domain-specific vocabulary to inform about or explain the topic. • I can establish and maintain a formal style. • I can provide a concluding statement or section that follows and supports the information or explanation presented. • I can produce clear writing in which the development, organization, and style are appropriate to task, purpose, and audience. • I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well a purpose and audience have been addressed with guidance from peers and adults. • I can use technology to produce and publish writing and present relationships between information and ideas efficiently as well as collaborate with others. • I can conduct short research projects to answer a question, drawing on several sources and pursue questions generated to allow for multiple avenues of exploration. • I can gather relevant information from multiple print and digital sources, using search terms effectively. • I can assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism. • I can follow a standard format for citation. 	URL data population questionnaire survey sample mean median mode percentage range search engine statistics generalize persuade alternative reasoning stereotype inductive reasoning deductive reasoning fallacy logical illogical evade testimonial slogan generalize simplify analogy essay sentence paragraph rhetoric synonym subject clause phrase		

	<ul style="list-style-type: none">• I can draw evidence from literary or informational texts to support analysis, reflection, and research.• I can apply Grade 8 Reading standards to literature.• I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	plagiarize paraphrase cite citation reference revise rubric		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 5 of 6

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
L.8.2a L.8.2b L.8.2c L.8.5a L.8.5b	<ul style="list-style-type: none"> • I can use punctuation (comma, ellipses, dash) to indicate a pause or break. • I can use an ellipsis to indicate an omission. • I can command of capitalization, punctuation, and spelling. • I can interpret figures of speech (i.e. verbal irony, puns) in context. • I can use the relationship between particular words to better understand each of the words. 	Comma Ellipses Dash Capitalization Punctuation Figures of Speech Verbal Irony Puns Satire subject predicate sentence punctuation grammar part of speech metaphor simile personification idiom denotation/connotation figurative language reference materials context clues affixes prefixes suffixes inferred nuance noun verb adjective pronoun conjunction adverb		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 2nd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 6 of 6

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
SL.8.1a SL.8.1b SL.8.1c SL.8.6	<ul style="list-style-type: none"> • I can use collaborative discussions building on others’ ideas and expressing my own clearly. • I can be prepared for discussion by referring to evidence. • I can use collaborative discussions that follow rules for collegial discussions and decision-making, track progress toward specific goals/deadlines, and define individual roles as needed. • I can pose questions that connect the ideas of several speakers and respond to others’ questions/comments with relevant evidence, observations, and ideas. • I can adapt my speech to a variety of contexts and tasks. 	collaborative projection multimedia debate process affirmative side negative side 1 st /2 nd speaker counterargument rebuttal / concede justify views citing resources strengthen claims visual displays relevant evidence observations paraphrase quote cite citation plagiarize self evaluation qualify a statement reservations persuasive summary testimonial generalize analogy inductive / deductive stereotype fallacy logical / illogical		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 1 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
RL.8.1 RL.8.2 RL.8.3 RL.8.7 RL.8.9 RL.8.10	<ul style="list-style-type: none"> • I can cite text evidence that supports an analysis of what the text says. • I can inferences from the text. • I can determine a theme or central idea of a text and analyze its development over the course of the text. • I can understand the theme and its relationship to the characters, setting, and plot. • I can provide an objective summary of the text. • I can 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. • I can analyze the extent to which a filmed production of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors. • I can 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. • I can read and comprehend literature, including stories, dramas, and poems, at Grade 8 level independently and proficiently. 	citing resources inferences science fiction textual evidence plot direct/indirect characterization external/internal conflict theme setting point of view fiction poetry drama proficient narrator structure inference humor character analysis static/dynamic characters context literature tone opinion scene inference predictions propel action comprehend suspense symbol	JMS Writing Rubric Comprehension tests Teacher Observations Teacher/Student Conferences Journal Writing Student Presentations Student Reflections Peer Feedback Teacher Feedback Book Reviews Reports Projects Research Projects Essays Group Discussions	Text: Elements of Literature(2000) Periodical: Scope Magazine JMS Writing Rubric 100 Quickwrites (2003) Write Like This (2011) Dictionary Thesaurus Word lists Websites: ReadWriteThink Floccabulary EdHelper EnglishforEveryone Computer Lab Library Chrome Books Poems Speeches Essays Newspapers Novels Student approved websites

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 2 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
RI.8.2 RI.8.3 RI.8.5 RI.8.8 RI.8.9 RI.8.10	<ul style="list-style-type: none"> • I can determine the central idea of a text and analyze its development, including its relationship to supporting ideas. • I can provide an objective summary of a text. • I can analyze how a text makes connections among/distinctions between individuals, ideas, or events. • I can analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing/refining a key concept. • I can delineate and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is relevant and sufficient. • I can recognize when irrelevant evidence is introduced. • I can analyze a case in which two texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation. • I can read and comprehend literature including stories, dramas, and poems at Grade 8 level independently and proficiently. 	Nonfiction Theme Text Comparison Connotative Author Viewpoint Figurative Meanings Text Evidence Context Point of View Opinion/Fact Claims Inferences Objective Summary Subjective Summary Elaborated Structure Analysis Technical meaning Format Media Illustrated Introduced Evidence Key Details Critical Thinking Text Features Headline Central Idea Close Reading Predictions Word Choice Inferences Subheads Tone Author’s Purpose		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 3 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
W.8.3 W.8.8 W.8.9 W.8.10	<ul style="list-style-type: none"> • I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • I can engage and orient the reader by establishing a context and introducing a narrator and/or characters. • I can organize an event sequence that unfolds naturally and logically. • I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • I can 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. • I can use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • I can provide a conclusion that follows from and reflects on the narrated experiences or events. • I can gather relevant information from multiple print and digital sources, using search terms effectively. • I can 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. • I can draw evidence from literary or informational texts to support analysis, reflection, and research. • I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. 	Narrative Precision Formal Style Transition Words Domain Specific Vocabulary Claims Dialogue Ellipsis Introduction Conclusion Textual Evidence Quotations Informative Text Explanatory Text Multimedia Narrator Setting Character Sequencing Comprehension Citing Resources Formal/Informal Style Peer Editing Revising Writing Time Frames Shorter/Extended Planning Brain Storming Organizing Transitions Reflection Descriptive Details Clear/Coherent		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 4 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
L.8.1a L.8.1b L.8.1c L.8.1d L.8.3	<ul style="list-style-type: none"> • I can understand the functions of verbals – gerunds, participles, infinitives. • I can form and use verbs in the active and passive voice. • I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • I can recognize and correct inappropriate shifts in verb voice and mood. • I can use verbs in active/passive voice and conditional/subjunctive mood to achieve effects (emphasizing actor or action; expressing uncertainty or describing state contrary to fact). 	gerunds participles infinitives active / passive voice indicative / imperative/ interrogative / conditional / subjunctive mood shift in voice / mood subject predicate sentence punctuation grammar part of speech metaphor simile personification idiom denotation/connotation figurative language reference materials context clues affixes prefixes suffixes inferred nuance noun verb adjective pronoun conjunction adverb		

Language Arts Core Units

Course Title: 8th Grade Language Arts

Unit Title: 3rd Trimester

Length of Unit 12 Weeks

Grade Level: 8th

Page 5 of 5

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
SL.8.1a SL.8.1b SL.8.1c SL.8.6	<ul style="list-style-type: none"> • I can use collaborative discussions building on others’ ideas and expressing my own clearly. • I can be prepared for discussion by referring to evidence. • I can use collaborative discussions that follow rules for collegial discussions and decision-making, track progress toward specific goals/deadlines, and define individual roles as needed. • I can pose questions that connect the ideas of several speakers and respond to others’ questions/comments with relevant evidence, observations, and ideas. • I can adapt my speech to a variety of contexts and tasks. 	Visual Displays Evidence Persuasion Details Text Preparation Speaker Multimedia Elmo Sound-reasoning Coherent Collaborative Claims Deadlines Adequate Context Presentation Main Ideas Partner Key Ideas Support Paraphrasing Elaborate Variety Issue Specific Roles Topic Reflection Reasoning Perspectives Theme Formal English Diverse		