

Standard Division Document School Year 2017-2018

Course: English 8

The ELA Standard Division Documents for Middle School English Language Arts are designed to provide teachers with a framework of the Common Core State Standards, for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Focused standard instruction can be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that align and could be taught together (e.g., RL.6.1 and RI.6.1). These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward the effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments*. The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. The District offers benchmarks at the beginning of the year, mid-year, end of the year, and each nine week period. **Standards are marked with BM when they are Benchmarked.** The SDD provides a guide for what standards will be included on the District assessments. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by the District or State Assessments. These school-based assessments may include Performance Tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the Standards (e.g., portfolios, research projects, products and presentations).

READING LITERATURE	1 st Nine weeks	2 nd Nine weeks	3 rd Nine weeks	4 th Nine weeks
RL.8 .1	Focused Instruction 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. BM	Developing →	Developing →	Developing/Mastery →
RL.8 .2	Focused Instruction 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.	Developing → BM	Developing →	Developing/Mastery → BM

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RL.8 .3	Focused Instruction 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.	Developing → BM	Developing → BM	Developing/ Mastery → BM
RL.8 .4	Focused Instruction 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.	Developing → BM	Developing → BM	Developing/ Mastery → BM
RL.8 .5		Focused Instruction 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.	Developing → BM	Developing/ Mastery → BM
RL.8 .6			Focused Instruction 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.	Developing /Mastery → BM
RL.8 .7	Focused Instruction 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.	Developing → BM	Developing → BM	Developing/ Mastery → BM
RL.8 .8	N/A			

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RL. 8 .9				Focused Instruction RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8 .10	Focused Instruction 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.	Developing →	Developing →	Developing/ Mastery →

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READING INFORMATIONAL TEXT	1 st Nine weeks	2 nd Nine weeks	3 rd Nine weeks	4 th Nine Weeks
RI. 8 .1	Focused Instruction 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. BM	Developing →	Developing →	Developing/Mastery → BM
RI.8 .2		Focused Instruction 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. BM	Developing →	Developing/Mastery → BM
RI.8 .3			Focused Instruction/ Mastery RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). BM	Developing/Mastery → BM
RI. 8 .4			Focused Instruction 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.	Developing/ Mastery → BM

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RI.8 .5	<p>Focused Instruction 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 align="right">BM</p>	<p>Developing</p> <p align="center">→</p> <p align="right">BM</p>	<p>Developing</p> <p align="center">→</p>	<p>Developing/ Mastery</p> <p align="center">→</p> <p align="right">BM</p>
RI.8 .6				<p>Focused Instruction/ Mastery 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 align="right">BM</p>
RI.8 .7		<p>Focused Instruction 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>Developing</p> <p align="center">→</p>	<p>Developing/ Mastery</p> <p align="center">→</p>
RI.8 .8		<p>Focused Instruction 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>Developing</p> <p align="center">→</p> <p align="right">BM</p>	<p>Developing/ Mastery</p> <p align="center">→</p>

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RI.8 .9				Focused Instruction/ Mastery RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8 .10	Focused Instruction 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	Developing →	Developing →	Developing/ Mastery →

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WRITING	1 st Nine weeks	2 nd Nine weeks	3 rd Nine weeks	4 th Nine Weeks
W. 8 .1			<p>Focused Instruction/ Developing</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Developing/Mastery</p> <p>→</p>

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<p>W.8 .2</p>		<p>Focused Instruction 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.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Developing</p> <p>→</p>	<p>Developing/Mastery</p> <p>→</p>
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<p>W.8 .3</p>	<p>Focused Instruction W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p>
<p>W. 8 .4</p>	<p>Focused Instruction W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p>

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W.8 .5		Focused Instruction W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	Developing →	Developing/ Mastery →
W.8 .6	Focused Instruction W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Research to Build and Present Knowledge	Developing →	Developing →	Developing/ Mastery →
W.8 .7		Focused Instruction W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Developing →	Developing/ Mastery →
W.8 .8			Focused Instruction W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Developing/ Mastery →

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W.8 .9		<p>Focused Instruction W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p>
W.8 .10	<p>Focused Instruction 8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/Mastery</p> <p>→</p>

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SPEAKING AND LISTENING	1 st Nine weeks	2 nd 6 weeks	3 rd Nine weeks	4 th Nine Weeks
SL. 8 .1		<p>Focused Instruction 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>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Developing</p> <p>→</p> <p>Focused Instruction</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Developing/Mastery</p> <p>→</p>

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SL.8 .2	Focused Instruction 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.	Developing →	Developing →	Developing/Mastery →
SL. 8 .3			Focused Instruction 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.	Developing/ Mastery →
SL.8 .4			Focused Instruction 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.	Developing/ Mastery →
SL. 8 .5		Focused Instruction SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Developing →	Developing/ Mastery →
SL.8 .6	Focused Instruction SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Developing →	Developing →	Developing/ Mastery →

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LANGUAGE	1 st Nine weeks	2 nd Nine weeks	3 rd Nine weeks	4 th Nine Weeks
L.8	<p>Focused Instruction L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p> <p>Focused Instruction</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p>Developing/Mastery</p> <p>→</p> <p>→</p> <p>Focused Instruction</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>
L.8 .2	<p>Focused Instruction L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/Mastery</p> <p>→</p>
L.8 .3			<p>Focused Instruction L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>	<p>Developing/ Mastery</p> <p>→</p>

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L.8 .4		Focused Instruction L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary	Developing →	Developing/ Mastery →

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<p>L.8 .5</p>	<p>Focused Instruction L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among connotations (associations) of words with similar denotations (definitions) (e.g. bullheaded, willful, firm, persistent, resolute). 	<p>Developing</p> <p align="center">→</p>	<p>Developing</p> <p align="center">→</p>	<p>Developing/ Mastery</p> <p align="center">→</p>
<p>L. 8 .6</p>	<p>Focused Instruction L.8.6 Acquire and use accurately general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Developing</p> <p align="center">→</p>	<p>Developing</p> <p align="center">→</p>	<p>Developing/ Mastery</p> <p align="center">→</p>

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STANDARDS AT A GLANCE: English 8

<i>Standards At A Glance: Focused Instruction</i>				
Strand	1 st 9-weeks	2 nd 9-weeks	3 rd 9-weeks	4 th 9-weeks
Reading Literature	1, 2, 3, 4, 7, 10	5	6	9
Reading Informational Text	1, 5, 10	2, 7, 8, 9	4, 3	6
Writing	3, 4, 6, 10	2, 5, 7, 9	1, 8	
Speaking and Listening	2, 6	1, 5	1, 3, 4	
Language	1, 2, 5, 6	4	1, 3	1

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<i>Standards At A Glance: Assessments</i> (School-level assessments, Benchmarks and MSLs)				
Strand	1 st 9-weeks Beginning of Year Benchmark and Assessments	End of 2 nd 9-weeks Mid-year Benchmarks	3 rd 9-weeks	4 th 9-weeks End-of-Year Benchmarks (Bolded) and Assessments (MSLs)
Reading Literature	All (School-level pre-assessments) BM 1	1, 2, 3, 4 BM 2,3,4	5, 9, 8, 10 (On-going school-level assessment) BM 5	1, 2, 3, 4, 5, 6, 7, 9 (School-Level, District, & State Assessments)
Reading Informational Text	All (School-level pre-assessments) BM 1, 5	1, 2, 5 BM 2,5	3, 7, 8, 10 (On-going school-level assessment) BM 3,8	1, 2, 3, 4, 5, 6, 7, 8, 9 (School-Level, District, & State Assessments)
Writing	All (school-level pre-assessments)	3, 4, 6, 10 (On-going school-level assessment)	1, 2, 5, 7, 8, 9 (On-going school-level assessment)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (School-Level Common Assessments)
Speaking and Listening	All (School-level pre-assessments)	1, 2, 5, 6 (On-going school-level assessment)	3, 4 (On-going school-level assessment)	1, 2, 3, 4, 5, 6 (School-Common Assessments)
Language	All (School-level pre-assessments)	1, 3, 5, 6 (On-going school-level assessment)	2, 4 (On-going school-level assessment)	1, 2, 3, 4, 5, 6 (School-Level Common Assessments)