

2024 8th Grade Standards ELA Scope and Sequence

Reading Standards: Applications of Reading	Q1	Q2	Q3	Q4
8.AOR.1.1 Analyze how key elements contribute to the meaning of the text as a whole.	✓	*	*	*
8.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.	✓	*	*	*
8.AOR.2.1 Analyze how key details contribute to the development of two or more themes within and across literary texts.	✓	*	*	*
8.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.		✓	*	*
8.AOR.3.1 Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.		✓	*	*
8.AOR.4.1 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.		✓	*	*
8.AOR.5.1 Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.		✓	*	*
8.AOR.5.2 Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.		✓	*	*
8.AOR.5.3 Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.			✓	*
8.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.	✓	✓	✓	✓
8.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	✓	*	*	*
8.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:	✓	*	*	*

a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text; b. determine the relationship between particular words to better understand each of the words; and c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).				
8.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	✓	*	*	*
8.AOR.10.1 Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each media's portrayal of the text or subject impacts the audience.	✓	*	*	*

**Highlighted standards are up to teacher discretion when introduced and suggested to be paired with text and not taught in isolation.*

Research	Q1	Q2	Q3	Q4
8.R.1.1 Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.		✓	*	
8.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.		✓	*	
8.R.1.3 Analyze findings to determine relevance to the topic.		✓	*	
8.R.1.4 Logically organize findings as relevant to the purpose.		✓	*	
8.R.1.5 Cite sources to avoid plagiarism.	✓	*	*	*

Writing and Oral Communication	Q1	Q2	Q3	Q4
8.C.1.1 Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources; b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;			✓	

<p>c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence; d. establish and maintain a tone appropriate to the task and audience; and e. provide a concluding statement or section that supports the argument presented.</p> <p>McGraw Hill Study Sync Suggestion: Unit 4 Hear Me Out</p>				
<p>8.C.2.1 Write informative texts to examine a topic and analyze information from multiple sources. When writing:</p> <p>a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use varied transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.</p> <p>McGraw Hill Study Sync Suggestion: Unit 3 No Risk No Reward</p>		✓		
<p>8.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing:</p> <p>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.</p> <p>McGraw Hill Study Sync Suggestion: Unit 1 Everyone Loves a Mystery</p>	✓			

<p>8.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission; c. use different types of verbals in sentences (gerunds, participles, infinitives); d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative); e. use appropriate parallel structure in words, phrases, and clauses; f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and g. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media. 	✓	*	*	*
<p>8.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.</p>	✓	*	*	*
<p>8.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools. 	✓	*	*	*
<p>8.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas. b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. 	✓	*	*	*
<p>8.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> a. determine the effectiveness of a speaker's argument and specific claims, evaluating the speaker's reasoning and relevance of the 			✓	

evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented.				
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