



# ENGLISH-LANGUAGE ARTS CURRICULUM MAP GRADE 8

August 2025

## District 109 Overview of Programming

### Department Vision

In the English-Language Arts Department, we believe in learning environments that foster students becoming **avid readers, prolific writers, and eloquent communicators**. Throughout the K-8 journey, students in District 109 will be challenged to:

- read, comprehend, analyze and critique text,
- clearly communicate ideas through crafting writing aligned with purpose and audience,
- and collaborate with others to learn new perspectives, articulate ideas, and challenge preconceived thinking.

As educators, we are committed to helping each student develop and strengthen these skills while cultivating a **love for literacy**, ensuring that our approach is inclusive, acknowledging and celebrating the diverse backgrounds and abilities within our school community.

### Elementary (K-5)

District 109 uses a workshop model to nurture engagement and motivation by integrating choice, collaboration, and targeted scaffolding into literacy tasks. This practice provides students with opportunities to engage with grade level texts across a wide range of genres; balances teacher and student-led discussions; and promotes independence by providing time for strategic support and differentiated instruction. Teachers explicitly identify and model the skills and strategies they use as readers, writers, and communicators then support students in practicing and developing these skills independently. This instructional model allows teachers to develop students through naturally occurring and intentionally designed, responsive instruction that systematically addresses the strengths and needs of each learner. In Kindergarten writing is developed orally with teacher modeling and whole group & partner discussions.

Students also engage in explicit and systematic foundational skills instruction. This supports students in becoming active word solvers that are able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to recognize and manipulate the spoken parts of words; phonemic awareness the ability to identify and manipulate isolated sounds in spoken words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Key tenants of literacy development in the elementary grades:

- **Foundational Skills:** Phonemic Awareness, Phonological Awareness, Decoding, Spelling, Fluency, Concepts of Print (K-1), Handwriting (Manuscript K-1 and Cursive 2nd).
- **Vocabulary Development:** Generative Vocabulary (word parts and what they mean), Word Solving Strategies (ways to solve new or unknown words), Content Vocabulary (building knowledge about specific content) and Academic Vocabulary (the language of learning).
- **Communication:** Developing specific skills to listen effectively and speak clearly and strategically.

- **Knowledge Building:** Increasing knowledge around specific content, ideas, topics and concepts in order to understand new and more complex information in the future.
- **Comprehension Strategies:** Developing intentional and strategic ways to make meaning of complex texts (i.e. making inferences, identifying main idea, etc.).
- **Genre Knowledge:** Utilizing knowledge of unique genre characteristics to locate information and make meaning (i.e. structures, features, organizational patterns, etc.).
- **Writing Process:** Approaching writing tasks with intentional moves that are specific to where they are in the progression of developing written communication (pre-writing, drafting, revising, editing and publishing).

### **Middle School (6-8)**

In District 109 a focus is placed on disciplinary literacy. This practice highlights the specific reading, writing and communicating skills in a discipline (i.e. ELA, Science, Social Studies, etc.), with a focus on how experts in that discipline think and the skills and tools they use. In the discipline of ELA, students build knowledge around a topic, idea or content to critique and analyze literature. As part of the literature critique, students discuss and debate their thinking and interpretations, resulting in the formation of an opinion. They eventually form a final impression or opinion and argue their position through writing and debate.

Students begin by setting a purpose for reading and writing, which allows them to focus on specific skills and strategies that contribute to being successful thinkers and communicators. Additionally, all students are afforded the opportunity to independently interact with high quality, complex, grade level anchor texts in order to maintain equitable access to rigorous content and instruction. Students are supported through strategic scaffolding of texts, activities and lessons when working to build knowledge and study genre. These scaffolds ensure students are successful when working with anchor texts. After developing a deep understanding of anchor texts, students employ the writing process to articulate their thoughts and opinions to others.

Key instructional tenants of literacy development in the middle grades:

- **Varied Reading Modalities:** Students participate in Whole Class Reading for shared guidance on challenging texts, engage in Student-Led Partner or Small Group Reading to build collaborative skills and deepen understanding, and practice Independent Reading to cultivate stamina, fluency, and proficiency.
- **Repeated Readings:** Students delve into texts by repeatedly rereading sections, analyzing language, structure, literary techniques, and context to uncover deeper meaning, identify author's purpose, and hone critical analysis skills, including the ability to cite textual evidence.
- **Active Reading:** Students actively engage with texts through a range of during-reading tasks like annotation and targeted questions (Write, Find Evidence, Turn & Talk, Think & Share), complemented by after-reading activities such as graphic organizers and post-reading discussions, all designed to enhance comprehension, critical thinking, and literacy skills.
- **Writing:** Students develop precise and accurate communication through both formal and informal writing, building effective writing skills on a strong understanding of texts and content. They learn to consider task, purpose, and audience, engaging in the full writing process,

analyzing mentor texts, and receiving feedback to refine their craft.

- **Grammar and Conventions:** Students receive explicit instruction, practice, and reinforcement in grammar and conventions via diverse writing assignments and culminating tasks, empowering them to express ideas with clarity and precision.
- **Academic Discourse:** Students participate in academic discourse through a blend of formal and informal speaking and listening opportunities—from daily quick partner talks to structured whole-class discussions and presentations—fostering deeper comprehension, refining ideas, encouraging diverse perspectives, and building essential communication skills for literacy.

Students also engage in novel studies and books clubs throughout the year. These opportunities allow students to apply what they have learned during previous instruction in an authentic way. This also affords students the opportunity to have a common experience around a specific text, topic or theme. Novels and book clubs expose students to texts and/or genres that they may not have read otherwise. Book clubs are also an opportunity to increase engagement, motivation and independence, as students are able to choose the texts they are reading and lead the conversations about those texts.

### **Standards**

[English Language Arts Standards](#)

## Reading, Writing, Speaking, Listening & Language

| Unit Overview                                                                                                                                                                                                                                                                                                                                                                                                  | Unit Focus Skills & Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teaching Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Semester 1 (Core Resource: <i>CommonLit</i> 360)</b>                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b><u>CommonLit Unit 1:</u></b><br/> <b><u>The Art of Suspense</u></b></p> <ul style="list-style-type: none"> <li>How do authors create suspense, and why are we drawn to it?</li> </ul> <p><b>Culminating Task Prompt:</b><br/> Write an essay that compares and contrasts how the authors of two different unit texts build suspense. Use relevant evidence from both texts to support your response.</p> | <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>Dialogue and events that propel action or reveal character [RL.8.3]</li> <li>Point of view and suspense [RL.8.6]</li> <li>Development of key concepts [RI.8.5]</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>Explanatory writing [W.8.2] <ul style="list-style-type: none"> <li>Writing a strong claim</li> <li>Writing a complete paragraph</li> </ul> </li> <li>Peer review [W.8.5]</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>Verb forms: gerunds, participles, and infinitives [L.8.1.A]</li> <li>Grade-appropriate academic vocabulary [L.8.6]</li> </ul> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>Referring to evidence in discussion to build on or challenge others' ideas [SL.8.1]</li> <li>Expectations for discussion [SL.8.1.B]</li> </ul> | <p><b><u>Core Texts:</u></b></p> <ul style="list-style-type: none"> <li>"Button, Button" by Richard Matheson (Short Story)</li> <li>"Lamb to the Slaughter" by Roald Dahl (Short Story)</li> <li>"Ruthless" by William DeMille (Short Story)</li> <li>"Lather and Nothing Else" by Hernando Téllez (Short Story)</li> <li>"The Tell-Tale Heart" by Edgar Allan Poe (Short Story)</li> <li>"The Veldt" by Ray Bradbury (Short Story)</li> <li>"The Psychology of Suspense" by R.J. Jacobs (Nonfiction)</li> </ul> <p><b><u>Supplemental Texts:</u></b></p> <ul style="list-style-type: none"> <li>"A Man Who Had No Eyes" by MacKinlay Kantor (Short Story)</li> <li>"Click-Clack the Rattlebag" by Neil Gaiman (Short Story)</li> <li>"Amigo Brothers" by Piri Thomas (Short Story)</li> <li>"Showdown" by Shirley Jackson (Short Story)</li> <li>"How to Make Your Writing Suspenseful" by Victoria Smith (Informational)</li> <li>"Antigonish [I met a man who wasn't there]" by Hughes Mearns (Poem)</li> </ul> |
| <p><b><u>Animal Farm</u></b></p> <ul style="list-style-type: none"> <li>What are the dangers of blindly following the crowd?</li> </ul>                                                                                                                                                                                                                                                                        | <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.8.2]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Core Texts:</u></b></p> <ul style="list-style-type: none"> <li><i>Animal Farm</i> by George Orwell</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>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. [RL.8.3]</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]</li> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues, word parts, and reference materials. [L.8.4]</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]</li> </ul> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues. [SL.8.1]</li> <li>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence. [SL.8.4]</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b><u>Common Lit Unit:</u></b><br/><b><u>Twelve Angry Men</u></b></p> <ul style="list-style-type: none"> <li>What are the benefits and challenges of a jury system?</li> </ul> <p><b><u>Culminating Task Prompt:</u></b><br/>You have read the play <i>Twelve Angry Men</i> by Reginald Rose and non-fiction articles discussing the role of a jury in the justice system. Select one character whose development throughout the play has been significant. Using your chosen character</p> | <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>Theme development [RL.8.2]</li> <li>Impact of dialogue [RL.8.3]</li> <li>Author’s point of view [RL.8.6]</li> <li>Development of central idea [RI.8.2]</li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>Expository writing [W.8.2]</li> <li>Clarifying the relationships among ideas [W.8.2.C]</li> <li>Using precise language [W.8.2.D]</li> <li>Revising for purpose and audience [W.8.5]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b><u>Core Texts:</u></b></p> <ul style="list-style-type: none"> <li><i>Twelve Angry Men</i> by Reginald Rose (Drama)</li> <li>“Presumption of Innocence” by New York Courts (Informational)</li> <li>“What is Confirmation Bias?” by Shahram Heshmat (Informational)</li> <li>“False Memories and How They Form” by Kendra Cherry (Informational)</li> </ul> <p><b><u>Supplemental Texts:</u></b></p> <ul style="list-style-type: none"> <li>“Gault Case Changed Juvenile Law” by</li> </ul> |

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| and the nonfiction articles, answer the following question: How does the play highlight the benefits and challenges of our jury system?                                                                                                                                                                                                                                                                 | <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>• Active and passive voice [L.8.1.B]</li> <li>• Grade appropriate academic vocabulary</li> </ul> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>• Acknowledge new information [SL.8.1.D]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Margot Adler (Interview)</p> <ul style="list-style-type: none"> <li>• “The Scottsboro Boys” by Jessica McBirney (Informational)</li> <li>• “Proof Beyond a Reasonable Doubt: What Does That Mean?” By Scott P. Brand (Informational)</li> <li>• “God Sees The Truth, But Waits” by Leo Tolstoy (Short Story)</li> <li>• “Poem Resisting Arrest” by Kyle Dargan (Poem)</li> </ul> |
| <p><b><u>Morals and Empathy</u></b></p> <ul style="list-style-type: none"> <li>• How can we use close reading to understand the plot of a story?</li> <li>• How do we develop empathy through reading?</li> <li>• Why is it important to build background knowledge before reading a text?</li> <li>• How can we collect information from a novel to help us see characters change and grow?</li> </ul> | <p><b><u>Reading Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Explain how particular lines of dialogue or events in a story or drama propel the action, reveal aspects of a character, or cause a certain decision to be made AND support an argument for how this is important to the overall story [RL.8.3]</li> <li>• Identify the evidence that most strongly and thoroughly supports the explicit meanings [RI.8.1]</li> <li>• Interpret two or more central ideas from the text [RI.8.2]</li> <li>• Explain how the central ideas develop over the course of a text, including evaluating how the central idea is shaped by specific details [RI.8.2]</li> <li>• Summarize the text without opinions or judgments [RL.8.2]</li> </ul> | <p><b><u>Novel Study Text:</u></b></p> <ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i> by Harper Lee</li> </ul>                                                                                                                                                                                                                                               |

| Reading, Writing, Speaking, Listening & Language                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                          |
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| Unit Overview                                                                                                                                                                                                                                               | Unit Focus Skills & Standards                                                                                                                                                                                                                                                  | Teaching Texts                                                                                                                                                                                           |
| Semester 2 (Core Resource: <i>CommonLit 360</i> )                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                          |
| <p><b><u>CommonLit Unit 5:</u></b><br/><b><u>Not That Different</u></b></p> <ul style="list-style-type: none"> <li>• How does “othering” affect individuals and humanity in general? What does the way a person treats others reveal about them?</li> </ul> | <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Theme development [RL.8.2]</li> <li>• Character interaction and development [RL.8.3]</li> <li>• Impact of word choice on mood and tone [RL.8.4]</li> <li>• Impact of text structure [RL.8.5]</li> </ul> | <p><b><u>Core Texts:</u></b></p> <ul style="list-style-type: none"> <li>• “The Star Beast” by Nicholas Stuart Gray (Short Story)</li> <li>• “What is Othering?” by Kendra Cherry (Nonfiction)</li> </ul> |

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| <p><b>Culminating Task Prompt:</b> Write an essay in which you analyze whether authors from two unit texts agree or disagree with the following quotation from scholar and social activist Chuck Collins: “Of course, we have to respond to our immediate family, but, once they’re O.K., we need to expand the circle. A larger sense of family is a radical idea, but we get into trouble as a society when we don’t see that we’re in the same boat.” In your essay, be sure to explain whether the author of each text agrees or disagrees with the quotation and how they develop their ideas.</p> | <ul style="list-style-type: none"> <li>• How point of view develops dramatic irony and characterization [RL.8.6]</li> <li>• Connections among and distinctions between ideas [RI.8.3]</li> <li>• Impact of word choice on mood and tone [RI.8.4]</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Explanatory Writing [W.8.2]</li> <li>• Introduce and organize evidence and reasoning [W.8.1.A]</li> <li>• Use precise language [W.8.2.D]</li> <li>• Produce clear and coherent writing [W.8.4]</li> <li>• Revise writing for clarity [W.8.5]</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• Revise writing for concision [L.7.3.A]</li> <li>• Grade appropriate academic vocabulary [L.8.6]</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Refer to text evidence in discussion [SL.8.1]</li> <li>• Participate in collaborative class discussions [SL.8.1]</li> <li>• Build on and connect ideas within a discussion [SL.8.1]</li> </ul> | <ul style="list-style-type: none"> <li>• “McCarthy, Communists, and ‘Enemies from Within’” by Adrienne Favors (Nonfiction)</li> <li>• “A Short Note to My Very Critical and Well-Beloved Friends and Comrades” by June Jordan (Poem)</li> <li>• “The Neighbor’s Wife” by Susan Palwick (Poem)</li> <li>• “Hamadi” by Naomi Shihab Nye (Short Story)</li> </ul> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• “The Women of Hidden Figures” by Jessica McBirney (Biography)</li> <li>• “First Words” by Varsha Bajaj (Short Story)</li> <li>• “Red Brocade” by Naomi Shihab Nye (Poem)</li> <li>• “First They Came…” by Martin Niemöller (Speech)</li> <li>• “Montreal 1962” by Shauna Singh Baldwin (Short Story)</li> <li>• “Gyroscopes” by Susan Muaddi Darraj (Short Story)</li> </ul> |
| <p><b><u>Overcoming Adversity</u></b></p> <ul style="list-style-type: none"> <li>• How can readers understand the events of the past through literature?</li> <li>• Why does understanding the past help us in the future?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <p><b><u>Reading Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Examine and explain how the theme or central idea developed in the text [RL.8.2]</li> <li>• Explain in detail AND evaluate the interactions between people, events, and ideas in the text [RI.8.3]</li> <li>• Identify the evidence that most strongly and thoroughly supports the explicit meanings as well as major and subtle meanings in the text. [RI.8.1]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b><u>Novel Study Texts:</u></b></p> <p><i>Night</i> by Elie Wiesel</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b><u>Common Lit Grade 9</u></b><br/><b><u>Unit 1: Following the Crowd</u></b></p> <ul style="list-style-type: none"> <li>• How does being in a group affect how we behave?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>• Theme development [RL.9-10.2]</li> <li>• Development of complex characters, character interactions, plot, and theme [RL.9-10.3]</li> <li>• Impact of an author’s structural choices</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b><u>Core Texts:</u></b></p> <ul style="list-style-type: none"> <li>• “All Summer in a Day” by Ray Bradbury (Short Story)</li> <li>• “We Real Cool” by Gwendolyn Brooks (Poem)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>Culminating Task Prompt:</b><br/>Compare and contrast the motivations of two characters or groups who made choices based on social influence from the following texts:</p> <ul style="list-style-type: none"> <li>• “All Summer in a Day”</li> <li>• “The Man in the Well”</li> <li>• “The Lottery”</li> <li>• “St. Lucy’s Home for Girls Raised by Wolves”</li> <li>• “Surviving”</li> </ul> <p>In your response, be sure to include details from both the fiction texts you choose and at least one unit nonfiction text.</p> | <p>[RL.9-10.5]</p> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>• Informational writing [W.9-10.2]</li> <li>• Make important connections and distinctions [W.9-10.2.a]</li> <li>• Develop topics with concrete details [W.9-10.2.b]</li> <li>• Avoid plagiarism [W.9-10.8]</li> <li>• Develop situations and perspective in narrative writing [W.9-10.3.a]</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking [L.9-10.1]</li> </ul> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>• Refer to evidence from texts to stimulate a thoughtful exchange of ideas [SL.9-10.1.a]</li> </ul> | <ul style="list-style-type: none"> <li>• “The Effect of Others” by Exploratorium (Informational)</li> <li>• “The Man in the Well” by Ira Sher (Short Story)</li> <li>• “When Good People Do Bad Things” by Anne Trafton (Informational)</li> <li>• “The Lottery” by Shirley Jackson (Short Story)</li> <li>• “sightseers” by Eve L. Ewing (Poem)</li> <li>• “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell (Short Story)</li> <li>• “Surviving” by Marie Lu (Memoir)</li> <li>• “Standing Up for Beliefs in Face of Group Opposition” by Bert Gambini (Informational)</li> </ul> <p><b><u>Supplemental Texts:</u></b></p> <ul style="list-style-type: none"> <li>• “Excerpts from ‘The Perils of Obedience’” by Stanley Milgram (Informational)</li> <li>• “Herd Behavior” by CommonLit Staff (Informational)</li> <li>• “It’s No One’s Fault When It’s Everyone’s Fault” by Shelby Ostergaard (Informational)</li> <li>• “The Limits of Empathy” by David Brooks (Informational)</li> <li>• “The Stanford Prison Experiment” by Saul McLeod (Informational)</li> <li>• “Dealer’s Choice” by Joni Lenahan (Short story)</li> </ul> |
| <p><b><u>Morals and Empathy</u></b></p> <ul style="list-style-type: none"> <li>• Who are upstanders?</li> <li>• What causes people to behave the way they do?</li> <li>• How does one’s life experiences impact decision making and choices?</li> </ul>                                                                                                                                                                                                                                                                               | <p><b><u>Reading Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Explain how the theme or central idea affected or was influenced by the character, setting, and plot AND evaluate its effect. [RL8.2]</li> <li>• Clearly and succinctly summarize the text without opinions or judgments. [RL8.2]</li> <li>• Explain how particular lines of dialogue or events in a story or drama propel the action, reveal aspects of a character, or cause a certain decision</li> </ul>                                                                                                                                                                                                                                                                                                | <p><b><u>Novel Study Text:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Warriors Don’t Cry</i> by Melba</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                              | <p>to be made AND supported an argument for how this is important to the overall story [RL.8.3]</p> <ul style="list-style-type: none"> <li>Describe the author's point of view or purpose in a text. Explain and evaluate how the author acknowledges or responds to conflicting positions. [RL.8.6]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                         |
| <p><b><u>Personal Memoir</u></b><br/>TBD</p> | <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</li> <li>With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [W.8.5]</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.8.1]</li> <li>Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]</li> </ul> | <p><b><u>Core Texts:</u></b></p> <ul style="list-style-type: none"> <li>Previously used texts from this year</li> </ul> |