

Grade 8 - ELA - March / April**Massachusetts Learning Standards Taught in this Unit**

- 8.RL.1: Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
- 8.RL.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 a text.
- 8.RL.3: Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.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, tone, or mood, including the impact of allusion and irony.
- 8.RL.5: Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
- 8.RL.6: Analyze how differences in point of view between characters and audience create such effects as suspense or humor.
- 8.RL.10: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
- 8.RI.1: Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
- 8.RI.2: Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
- 8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- 8.RI.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.
- 8.RI.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.
- 8.RI.7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- 8.RI.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.
- 8.RI.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.
- 8.RI.10: Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
- 8.W.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and

sections.

- 8.W.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 8.W.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 8.W.1d: Establish and maintain a style appropriate to audience and purpose.
- 8.W.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- 8.W.2a: Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features, graphics, and multimedia when useful to aiding comprehension.
- 8.W.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 8.W.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- 8.W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 8.W.2e: Establish and maintain a style appropriate to audience and purpose.
- 8.W.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.3c: 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.
- 8.W.3d: Use precise words and phrases and relevant descriptive details to convey a tone and to convey experiences or events.
- 8.W.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 8.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 8.W.5a :Demonstrate command of standard English conventions.
- 8.W.5b: Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose.
- 8.W.6: Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 8.W.7: Conduct short as well as more sustained 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.
- 8.W.8: When conducting research, 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.
- 8.W.9: Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
- 8.W.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) for a range of discipline-specific tasks, purposes, and audiences.
- 8.SL.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on Massachusetts Curriculum Framework for English Language Arts and

Literacy 106 ideas under discussion.

- 8.SL.1b: Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- 8.SL.2: Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- 8.SL.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.
- 8.SL.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 vocabulary, eye contact, volume, and pronunciation.
- 8.SL.5: Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 8.L.1a: Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.
- 8.L.1b: Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.
- 8.L.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- 8.L.2b: Use an ellipsis to indicate an omission.
- 8.L.2c: Spell correctly, recognizing that some words have commonly accepted variations.
- 8.L.3a: Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
- 8.L.3b: Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
- 8.L.4a: 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.
- 8.L.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- 8.L.4c: 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.
- 8.L.4d: Verify the preliminary determination of the meaning of a word or phrase.
- 8.W.5a: Interpret figures of speech in context.
- 8.W.5b: Use the relationship between particular words to better understand each of the words.
- 8.W.5c: Distinguish among the connotations (associations) of words with similar denotations. (definitions)
- 8.W.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.