

8th Grade English

Topic	Priority Standard	Learning Targets (LT)	Unit	Term Taught	Term(s) Reinforced
Informational Text Analysis 18-24 days	<p><u>8.RI.1.A</u> Draw conclusions, infer, and analyze by citing textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Vocab or Pre-requisite skills needed: Infer Analyze Cite Explicit Conclude</p>	<p>LT.1: Students will be able to identify the main idea of a text.</p> <p>LT.2: Students will identify important details and ideas from the text that build up to the main idea.</p> <p>LT.3: Students will analyze the text and be able to paraphrase the information accurately.</p> <p>LT.4: Students will be able to quote the text and correctly credit the source.</p> <p>LT.5: Students will be able to infer how graphs and tables contribute valuable information to an informational text.</p> <p>LT.6: Students will be able to draw conclusions from the text to answer inference questions.</p> <p>LT.7: Students will be able to draw conclusions from the text and use textual evidence to support their responses to inference questions.</p>	1	Term 1	3, 5

<p>Expository Writing</p> <p>16-20 days</p>	<p>8.W.2.A.b Expository (informative/exp lanatory)writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence</p> <p>Vocab or Pre-requisite skills needed: Citation (in-text, parenthetical) Credible Plagiarism Works Cited Paraphrase Summarize Direct Quote MLA</p>	<p>LT.1: Students will be able to determine if a source is reliable.</p> <p>LT.2: Students will be able to write their thesis statement.</p> <p>LT.3: Students will identify subtopics related to their thesis statement.</p> <p>LT.4: Students will gather relevant facts, examples, and details related to their thesis statement and subtopics.</p> <p>LT.5: Students will present the information they gathered on their topic through a formal essay including a strong introduction/ conclusion and well-organized body paragraphs.</p>	<p>2</p>	<p>Term 2</p>	<p>4</p>

<p>Theme</p> <p>18-24 days</p>	<p><u>8.RL.1.D</u> determine the theme(s)/central idea of a text and analyze the development over the course of the text</p> <p>Vocab or Pre-requisite skills needed: Analyze Summary Main Idea Connotative Denotative Figurative Language Point of View</p>	<p>LT.1: Students will read a class novel and be able to answer comprehension questions over each chapter with 80% accuracy.</p> <p>LT.2: Students will be able to identify and label different types of figurative language.</p> <p>LT.3 Students will be able to explain/analyze how figurative language represents a major text component (character, setting, or plot).</p> <p>LT.4: Students will be able to identify the various elements of the plot and how the conflict builds into a climax and resolution.</p> <p>LT.5: Students will be able to identify a theme in a text.</p> <p>LT.6: Students will be able to track the development of the theme throughout the text, citing specific moments in the text that relate to the theme.</p>	<p>3</p>	<p>Term 3</p>	<p>6</p>
<p>Argument</p>	<p><u>8.W.2.A.c</u> Argumentative writing introducing and supporting a</p>	<p>LT.1: Students will be able to identify the elements of an argument: claim, reason/evidence, and counterclaim.</p> <p>LT.2: Students will be able to write a strong</p>	<p>4</p>	<p>Term 4</p>	<p>3,6</p>

	<p>claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence</p> <p>Vocab or Pre-requisite skills needed: Argument Reasoning Evidence Claim Counterclaim Rebuttal</p>	<p>claim.</p> <p>LT.3: Students will be able to gather and paraphrase strong and relevant pieces of evidence from a variety of sources.</p> <p>LT.4: Students will be able to identify the counterclaim of their argument and reason/evidence the counterclaim may use.</p> <p>LT.5: Students will use the information they have collected to construct a strong written argument that includes an introduction, claim, several pieces of evidence, counterclaim, and conclusion.</p>			
<p>Fiction</p> <p>18-24 days</p>	<p>8.RL.1.A <i>Evidence/Inference</i> •draw conclusions, infer, and analyze by citing</p>	<p>LT 1: Students will be able to interpret visual elements and draw conclusions from those elements.</p> <p>LT 2: Students can determine the meaning of words/ phrases in a text using context clues and Greek and Latin roots.</p>	5	Term 5	2

	<p><i>the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</i></p> <p>Vocab or Pre-requisite skills needed:</p>	<p>LT 3: Students will be able to analyze how specific word choices and sentence structures contribute to the meaning and tone of the text.</p> <p>LT 4: Students will be able to identify the theme of a text and write an objective summary of the text based on that theme.</p> <p>LT 5: Students will be able to draw conclusions using inferences from the text.</p> <p>LT 6: Students will be able to use textual evidence to support conclusions drawn from the text.</p>			
<p>Short Stories 18-24 days</p>	<p><u>8.RL.2.B/D</u> analyze how differences in the points of view of the characters and the audience or reader create dramatic irony in a literary text/ analyze how literary devices are used to develop setting,</p>	<p>LT.1: Students will be able to identify multiple points of view within a literary text, including those of characters and the audience/reader.</p> <p>LT.2: Students will examine instances of dramatic irony in a literary text, noting specific moments where character perspectives differ from the audience/reader's understanding.</p> <p>LT.3: Students will be able to summarize the main events, characters, and settings of a fiction text.</p>	6	Term 6	3,4

	<p>reveal character, advance the plot and contribute to meaning</p> <p>Vocab or Pre-requisite skills needed: Theme Character Literary Devices Plot Point of View Summary Irony Setting</p>	<p>LT.4: Students will demonstrate increased reading fluency and stamina by independently reading fiction texts of appropriate complexity for sustained periods.</p>			
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