8th Grade ELA Syllabus

Macon County Junior High School

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| Standard | Learning Target | |  | T | M |
|  | |  | | --- | | **Big Ideas/Key Concepts:**  ***Whom can you believe?*** Argument and  Persuasion in Nonfiction, Media, and Literature | | |  |  |  |
|  | |  | | --- | | **Reading (Informational Text)** | | |  |  |  |
| **8.RI.1** | |  | | --- | | **8.RI.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. | | |  |  |  |
|  | |  | | --- | | * I can cite several pieces of textual evidence to support analysis of the text. | |  | | |  |  |  |
|  | * I can make inferences and analyze what the text says explicitly. | |  |  |  |
| **8.RI.2** | |  | | --- | | **8.RI.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. | | |  |  |  |
|  | |  | | --- | | * I can determine a central idea of a text and analyze its development over the course of the text. | | |  |  |  |
|  | * I can determine the relationship of the central idea to the supporting ideas in the text. | |  |  |  |
|  | * I can provide an objective summary of the text. | |  |  |  |
| **8.RI.3** | |  | | --- | | **8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | | |  |  |  |
|  | |  | | --- | | * I can analyze how a text makes connections among and distinctions between individuals, ideas, or events. | | |  |  |  |
| 8.RI.4 | |  | | --- | | **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. | | |  |  |  |
|  | |  | | --- | | * I can determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical. | | |  |  |  |
|  | |  | | --- | | * I can analyze the impact of word choices on meaning and tone which includes analogies or allusions to other texts. | | |  |  |  |
| 8.RI.5 | |  | | --- | | **8.RI.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. | | |  |  |  |
|  | |  | | --- | | * I can analyze a detail in the structure of a specific paragraph in a text. | | |  |  |  |
|  | * I can analyze the role of particular sentences in text. | |  |  |  |
| 8.RI.6 | **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. | |  |  |  |
|  | * I can determine an author’s point of view or purpose in a text. | |  |  |  |
|  | * I can analyze how the author admits and responds to conflicting evidence or viewpoint. | |  |  |  |
| 8.RI.7 | **8.RI.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. | |  |  |  |
|  | * I can evaluate the advantages and disadvantages of using different mediums. | |  |  |  |
| 8.RI.8 | **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. | |  |  |  |
|  | * I can describe and evaluate the argument and claims in a text. | |  |  |  |
|  | * I can assess if the reasoning is sound and the evidence is relevant and sufficient. | |  |  |  |
|  | * I can recognize when irrelevant evidence is introduced. | |  |  |  |
| 8.RI.9 | **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. |  | |  |  |
|  | * I can analyze a case in which two or more texts provide conflicting information on the same topic. |  | |  |  |
|  | * I can identify where the texts disagree on matters of fact or interpretation. |  | |  |  |
|  | WRITING |  | |  |  |
| 8.W.1 | **8.W.1** Write arguments to support claims with clear reasons and relevant evidence. |  | |  |  |
|  | * I can write arguments to support claims with clear reasons and relevant evidence. |  | |  |  |
| 8.W.1a | **8.W.1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |  | |  |  |
|  | * I can introduce claim(s), recognize opposing claims and organize the evidence logically. |  | |  |  |
| 8.W.1b | **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. |  | |  |  |
|  | * I can demonstrate understanding of a topic with supporting claim(s), logical reasoning, and relevant evidence by using accurate and credible sources. |  | |  |  |
| 8.W.1c | **8.W.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |  | |  |  |
|  | * I can use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence. |  | |  |  |
| 8.W.1e | **8.W.1e** Provide a concluding statement or section that follows from and supports the argument presented. |  | |  |  |
|  | * I can establish and maintain a formal style. |  | |  |  |
|  | * I can provide a concluding statement or section that follows from and supports the argument presented. |  | |  |  |
| 8.W.2 | **8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |  | |  |  |
|  | * I can use selection, organization, and analysis of relevant content to write informative/explanatory texts. |  | |  |  |
| 8.W.2a | **8.W.2a** 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. |  | |  |  |
|  | * I can introduce a topic by organizing ideas, concepts and information using multiple strategies as well as graphics and multimedia. |  | |  |  |
| 8.W.2b | **8.W.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |  | |  |  |
|  | * I can develop a topic with relevant facts, definitions, concrete details, quotations, or other examples. |  | |  |  |
| 8.W.2c | **8.W.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts |  | |  |  |
|  | * I can use appropriate and varied transitions to create cohesion and clarify relationships among ideas. |  | |  |  |
| 8.W.2d | **8.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |  | |  |  |
|  | * I can use precise language and specific vocabulary to explain a topic. |  | |  |  |
| 8.W.2e | **8.W.2e** Establish and maintain a formal style. |  | |  |  |
|  | * I can establish and maintain a formal style. |  | |  |  |
| 8.W.2f | **8.W.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented. |  | |  |  |
|  | * I can provide a concluding statement or section that follows from and supports the explanation. |  | |  |  |
| 8.W.4 | **8.W.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.) |  | |  |  |
|  | * I can produce clear writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  | |  |  |
| 8.W.5 | **8.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |  | |  |  |
|  | * I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach while focusing on purpose and audience. |  | |  |  |
|  | * I can draw evidence from literary or informational texts to support analysis, reflection, and research |  | |  |  |
| 8.W.6 | **8.W.6** Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others. |  | |  |  |
|  | * I can use technology to produce and publish writing. |  | |  |  |
|  | * I can present the relationship between ideas and collaborate with others. |  | |  |  |
| 8.W.7 | **8.W.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. |  | |  |  |
|  | * I can use several sources and generate focused questions to conduct short research projects. |  | |  |  |
| 8.W.8 | **8.W.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. |  | |  |  |
|  | * I can gather relevant information from multiple print and digital sources by using search terms effectively.   . |  | |  |  |
|  | * I can assess the credibility and accuracy of the data and conclusions of others. |  | |  |  |
|  | * I can avoid plagiarism and follow a standard format for citation |  | |  |  |
| 8.W.9a | **8.W.9a** Apply g*rade 8 Reading standards* to literature (e. g., analyze how a modern work of fiction draws on themes, pattern of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new). |  | |  |  |
|  | * I can analyze how a modern work of fiction draws on themes, pattern of events, or character types from a variety of genre. |  | |  |  |
|  | * I can analyze how the modern work of fiction is presented in a new way. |  | |  |  |
| 8.W.9b | **8.W.9b** 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”). |  | |  |  |
|  | * I can determine and evaluate the argument and claims in a text assessing whether the reasoning is sound. |  | |  |  |
|  | * I can determine and evaluate when the evidence is relevant and sufficient. |  | |  |  |
| 8.W.10 | **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. |  | |  |  |
|  | * I can write over extended and short time frames for a range of tasks, purposes, and audiences. |  | |  |  |
|  | **[Speaking and Listening Standards will not be assessed on the TNReady Assessments.]**  **Speaking and Listening** |  | |  |  |
| 8.SL.1 | **8.SL.1** Engage effectively in a range of collaborative discussion (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. |  | |  |  |
|  | * I can engage effectively in collaborative discussions with diverse partners. |  | |  |  |
|  | * I can build on others’ ideas and express ideas clearly. |  | |  |  |
| 8.SL.2 | **8.SL.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. |  | |  |  |
|  | * I can analyze the purpose of information presented in different media and formats. |  | |  |  |
|  | * I can evaluate the motives behind the presentation presented in different media and formats |  | |  |  |
| 8.SL.3 | **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. |  | |  |  |
|  | * I can describe a speaker’s argument and evaluate the evidence. |  | |  |  |
|  | * I can identify when irrelevant evidence is introduced in an argument. |  | |  |  |
| 8.SL.1 | **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 eye contact, adequate volume, and clear pronunciation. |  | |  |  |
|  | * I can present claims and findings. |  | |  |  |
|  | * I can use appropriate eye contact, adequate volume, and clear pronunciation. |  | |  |  |
| 8.SL.5 | **8.SL.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |  | |  |  |
|  | * I can include multimedia and visual displays in presentations to emphasize points. |  | |  |  |
| 8.SL.6 | **8.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) |  | |  |  |
|  | * I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English. |  | |  |  |
|  | **Language** |  | |  |  |
| 8.L.1 | **8.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  | |  |  |
|  | * I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking. |  | |  |  |
| 8.L.2 | **8.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  | |  |  |
|  | * I can demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |  | |  |  |
| 8.L.2b | **8.L.2b** Use an ellipsis to indicate an omission. |  | |  |  |
|  | * I can use an ellipsis to indicate an omission. |  | |  |  |
| 8.L.2c | **8.L.2c** Spell correctly. |  | |  |  |
|  | * I can spell correctly. |  | |  |  |
| 8.L.3 | **8.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  | |  |  |
|  | * I can use knowledge of language and its conventions (e.g., parts of speech, punctuation, grammar and syntax, tricky spellings, and common confusions) when writing, speaking, reading, or listening. |  | |  |  |
| 8.L.4b | **8.L.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). |  | |  |  |
|  | * I can use common, Greek or Latin affixes and roots as clues to the meaning of a word. |  | |  |  |
| 8.L.4c | **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. |  | |  |  |
|  | * I can consult both print and digital reference materials to find the pronunciation and meaning of a word. |  | |  |  |
| 8.L.4d | **8.L.4d** 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). |  | |  |  |
|  | * I can verify the meaning of a word by checking a dictionary. |  | |  |  |
| 8.L.6 | **8.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  | |  |  |
|  | * I can use grade-appropriate words and phrases when important for expression. |  | |  |  |