

8th Grade ELA Timeline

Macon County 2017-2018

1st Term

Standard	New Standard	Learning Target	Resources
	<p>8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.</p>	<p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.</p>	
	<p>8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p>	<p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p>	
	<p>8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension</p>	<p>I can acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

	or expression.		
	8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	
	8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence	I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence	
	8.RL.KID.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	I can 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	
	8.RI.KID.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	I can 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.	
	8.RL.CS.4	I can determine the meaning of words and phrases as	

	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 and tone, including allusions to other texts, repetition of words and phrases, and analogies	they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies	
	8.RI.CS.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 a specific word choice on meaning and tone, including analogies and 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 meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	
	8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style	I can compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
	8.RI.CS.5 Analyze in detail the structure of a specific paragraph	I can analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.	

	or section in a text, including the role of particular sentences in developing and refining a key concept.		
	8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors	I can analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors	
	8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea	I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea	
	8.SL.CC.2 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly	I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly	
	8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest.	I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest.	

	<p>8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p>	<p>I can write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p>	
	<p>8.W.PDW.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 above.)</p>	<p>I can 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 above.)</p>	
	<p>8.W.PDW.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</p>	<p>I can 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.)</p>	

	<p>conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>		
	<p>8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	<p>I can use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	
	<p>8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced</p>	<p>I can support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced</p>	

	8.W.RW.10 write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	
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2nd Term

Standard	Learning Target	Resources
8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage	I can demonstrate command of the conventions of standard English grammar and usage.	
8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style	
8.L.KL.3 when writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	I can when writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	
8.L.VAU.4 determine or clarify the meaning of	I can determine or clarify the meaning of unknown and	

<p>unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</p>	<p>multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</p>	
<p>8.L.VAU.6 acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>I can acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	
<p>8.RL.KID.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</p>	<p>I can 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</p>	
<p>8.RI.KID.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.</p>	<p>I can 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.</p>	
<p>8.RL.CS.4 determine the meaning of words and phrases as they are used in a text, including figurative and</p>	<p>I can 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 and tone, including allusions to other texts,</p>	

<p>connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies</p>	<p>repetition of words and phrases, and analogies</p>	
<p>8.RI.CS.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 a specific word choice on meaning and tone, including analogies and allusions to other texts</p>	<p>I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts</p>	
<p>8.RI.IKI.8 delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound</p>	<p>I can delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound</p>	
<p>8.SL.CC.1 initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>	<p>I can initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>	
<p>8.SL.CC.2 analyze the purpose of information presented in diverse media formats; evaluate the motives,</p>	<p>I can analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation</p>	

such as social, commercial, and political, behind its presentation		
8.SL.CC.3 delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	I can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	
8.SL.PKI.6 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	
8.W.TTP.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.TTP.3 write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	I can write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	
8.W.PDW.4 produce clear and coherent writing in which the development, organization, and style are appropriate to task,	I can 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 above.)	

<p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		
<p>8.W.PDW.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.)</p>	<p>I can 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.)</p>	
<p>8.W.PDW.6 use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p>	<p>I can use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p>	
<p>8.W.RBPK.8 use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard</p>	<p>I can use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p>	

format for citation		
8.W.RBPK.9 support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced	I can support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced	
8.W.RW.10 write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	

3rd Term

Standard	Learning Target	Resources
8.L.CSE.1 demonstrate command of the conventions of standard English grammar and usage	I can demonstrate command of the conventions of standard English grammar and usage	
8.L.CSE.2 demonstrate command of the	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style	

conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style		
8.L.VAU.6	I can acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
8.RL.KID.1	I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	
8.RI.KID.1	I can analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence	
8.RL.KID.3	I can 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	
8.RI.KID.3	I can analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	
8.RL.CS.4	I can 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 and tone, including allusions to other texts, repetition of words and phrases, and analogies	
8.RI.CS.4	I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts	
8.RL.CS.6	I can analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or	

	dramatic irony	
8.RI.CS.6	I can 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.RL.IKI.9	I can analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew	
8.RI.IKI.9	I can 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.SL.CC.1	I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly	
8.SL.CC.3	I can delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced	
8.SL.PKI.4	I can present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation	
8.SL.PKI.5	I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest	
8.W.TTP.1	I can write arguments to support claims with clear reasons and relevant evidence	
8.W.TTP.2	I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	
8.W.PDW.4	I can 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 above.)	
8.W.PDW.5	I can 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.)	
8.W.PDW.6	I can use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.	
8.W.RW.10	I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	

4th Term

Standard	Learning Target	Resources
8.L.CSE.1 demonstrate command of the conventions of standard English grammar and usage	I can demonstrate command of the conventions of standard English grammar and usage	
8.L.CSE.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style	
8.L.VAU.5 when reading, listening, writing, and speaking, explain the function of	I can when reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively	

<p>figurative language, word relationships, and connotation/denotation and use them correctly and effectively</p>		
<p>8.L.VAU.6 acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>I can acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>8.RL.CS.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</p>	<p>I can 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 and tone, including allusions to other texts, repetition of words and phrases, and analogies</p>	

<p>meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies</p>		
<p>8.RI.CS.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 a specific word choice on meaning and tone, including analogies and allusions to other texts.</p>	<p>I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.</p>	
<p>8.RL.RRTC.1 read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently</p>	<p>I can read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently</p>	
<p>8.</p>	<p>I can read and comprehend a variety of literary nonfiction at the high</p>	

<p>RI.RRTC.10read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently</p>	<p>end of the grades 6-8 text complexity band independently and proficiently.</p>	
<p>8.SL.CC.1 prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>	<p>I can prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>	
<p>8.SL.PKI.4 present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen</p>	<p>I can present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	

<p>details; use appropriate eye contact, adequate volume, and clear pronunciation</p>		
<p>8.W.TTP.2 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<p>I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	
<p>8.W.PDW.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 above.)</p>	<p>I can 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 above.)</p>	
<p>8.W.PDW.5 with some</p>	<p>I can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p>	

<p>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.)</p>	<p>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.)</p>	
<p>8.W.PDW.6 use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information</p>	<p>I can use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p>	

<p>and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p>		
<p>8.W.RBPK.7 conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration</p>	<p>I can conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration</p>	
<p>8.W.RW.10 write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	

