

English 8

Syllabus

Source: From the district pacing guide.

1. First Quarter

1.1. Texts

1.1.1. Literary Fiction: *Nightjohn*

1.1.2. Selected Informational texts

1.2. Reading Skills

- 1.2.1. 1. Students read a literary text and provide an objective summary to include the characters, setting, and plot. (8-RL.6.1)
- 1.2.2. 2. Students work in small groups to evaluate and refine individual summaries. (8-C.1, 8-L.5.1)
- 1.2.3. 3. Students analyze how incidents propel actions within the plot (cause and effect). (8-RL.8.1)
- 1.2.4. 4. Students examine how a narrative's historical, social, cultural, or political context influences the setting and plot. (8-RL.8.1, 8-L.3.2,)
- 1.2.5. 5. Students collaborate with peers to analyze how a modern work of fiction draws from patterns of events in myths, traditional stories, or religious works, describing how the material is rendered new. (8-RL.7.2, 8-RL.5.1, 8-C.1 8-L.2.1),)
- 1.2.6. 6. Students analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text. (8-RL.7.1)
- 1.2.7. 1. Students examine how a narrative's context impacts the major (main) and minor characters. (7-RL.8.1, 7-L.3.2)
- 1.2.8. 2. Students cite explicit details and inferences as they collaborate with peers to analyze how incidents reveal aspects of character or provoke major (main) and minor characters' decisions. (8-RL.8.1, 8-L.5.1, 8-C.1)
- 1.2.9. 3. Students cite explicit details and inferences to analyze how the author uses dialogue to reveal aspects of character and provoke major (main) and minor characters' decisions (8-RL.8.1)
- 1.2.10. 4. Students cite explicit details and inferences to examine how incidents reveal aspects of character or provoke major (main) and minor characters' decisions. (8-RL.8.1)
- 1.2.11. 5. Students collaborate with peers to analyze major (main) and minor character types from myths, traditional stories, or religious works, describing how the character type is rendered new. (8-RL.7.2, 8-RL.5.1, 8-C.1)

- 1.2.12. 1. Students collaborate with peers to gather evidence of how the author's choice of point of view of the narrator or speaker shapes content, meaning, and style. (7-RL.11.1, 7-RL.5.1, 7-C.1)
- 1.2.13. 2. Students analyze how an author develops characters' perspectives and influences readers to create suspense or humor (situational and dramatic irony). (8-RL.11.1)
- 1.2.14. 3. Students cite and analyze explicit details and inferences drawn from the text and engage in a collegial conversation with their peers. (8-C.1, 8-RL.5.1, 8-L.5.1)
- 1.2.15. 1. Students analyze how text structures in prose, drama, and poetry contribute to the development of setting and plot. (8-RL.12.1)
- 1.2.16. 2. Students analyze how pacing and manipulation of time (foreshadowing and flashback) develop events and characters. (8-RL.12.2, 8-W.3.1d)
- 1.2.17. 3. Students work with their small groups to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. (6-RL.12.2, 6-C.1)
- 1.2.18. 4. Students compare and contrast the structures of two or more texts with similar topics. (8-RL.12.1)
- 1.2.19. 5. Students work with their small groups to analyze how the different structures of each contribute to the plot and setting. (8-RL.12.1, 8-C.1)
- 1.2.20. 6. Students analyze the author's use of structures within text and conclude how they impact meaning. (8-RL.12.2)
- 1.2.21. 1. Students use clues of context and syntax (position and function) to determine the meaning of troublesome words and phrases. (8-RL.10.1)
- 1.2.22. 2. Students use strategies to determine the figurative and connotative meanings of words and phrases as used in texts. (8-RL.9.1)
- 1.2.23. 3. Students determine the impact of specific word choice on the development of events and characters. (8-RL.9.1, 8-RL.5.1)
- 1.2.24. 4. Students determine the impact of specific word choice on tone. (E1-RL.9.1, E1-RL.5.1)
- 1.2.25. 1. Students analyze how and why authors use parallel structures. (E1-W.4.1a, 8-RL.5.1)
- 1.2.26. 2. Students analyze how and why authors use active and passive voice. (8-W.4.1b, 8-RL.5.1)
- 1.2.27. 3. Students analyze how and why authors use gerunds, participles, infinitives, verbal moods, phrases, and clauses. (8-W.4.1, 8-RL.5.1)
- 1.2.28. 4. Students recognize how authors use language to create meaning for the reader. (8-W.4)

1.2.29. 1. Students collaborate with peers to determine one or more themes of a literary work and analyze how the author develops them through explicit and inferred details of plot, setting, characters, and narrative point of view. (8-RL.6.1, 8-RL.5.1, 8-C.1)

1.2.30. 2. Students compare and contrast the structures of two or more texts with similar themes. (8-RL.12.1)

1.2.31. 3. Students analyze how the differing structures of each contribute to the theme. (8-RL.12.1)

1.2.32. 1. Students collaborate with peers to analyze how a modern work of fiction alludes to themes and patterns of events, describing how the material is rendered new. (8-RL.7.2, 8-RL.5.1, 8-C.1)

1.3. Writing Skills

1.3.1. 1. Students gather ideas from previously read texts, multimedia, and personal experiences to narrow down the focus of their narrative. (8-W.3.1)

1.3.2. 2. Students determine the theme(s) they intend to communicate to readers. (8-W.3.1)

1.3.3. 1. Students create a storyboard or other graphic organizer to sketch out the major scenes and settings while keeping their intended theme(s) in mind. (8-W.3.1c, 8-RL.6.1)

1.3.4. 2. Students draft an exposition that engages and orients the reader by establishing context, point of view, and introducing a narrator and/or characters. (8-W.3.1b, 8-RL.8.1)

1.3.5. 3. Students use their storyboards to continue their draft by developing a smooth progression of events. (8-W.3.1c, 8-RL.8.1)

1.3.6. 4. Students draft a conclusion that follows from the narrative. (8-W.3.1h, 8-RL.8.1)

1.3.7. 5. Students meet with a small group to share their drafts and gather and offer feedback on the organization and structure of the text. (8-W.3.1c, 8-C.1)

1.3.8. 6. Students revise their narratives based on the provided feedback. (8-W.3.1f, 8-C.1)

1.3.9. Plot and Setting

1.3.10. 1. Students use the historical, social, cultural, or political context to influence the narrative. (8-W.3.1b, 8-RL.8.1)

1.3.11. 2. Students craft the plot progression so that incidents propel actions (cause and effect). (8-W.3.1c, 8-RL.8.1)

1.3.12. 3. Students develop incidents to reveal aspects of character or provoke major (main) and minor characters' decisions. (8-W.3.1a, 8-RL.8.1)

1.3.13. 4. Students allude to events in myths, traditional stories, or religious works. (8-W.3.1a, 8-RL.7.2, 8-RL.5.1)

1.3.14.

1.3.15. Character

1.3.16. 1. Students refine how major (main) and minor characters interact within the established context and setting of the narrative. (7-RL.8.1, 7-L.3.2, W-3.1c)

1.3.17. 2. Students use dialogue to propel the action, to reveal aspects of character, and to provoke major (main) and minor characters' decisions (8-RL.8.1, 7-W.3.1d)

1.3.18.

1.3.19. Point of View, Perspective, and Purpose

1.3.20. 1. Students collaborate with peers to determine if the characters' perspectives create suspense or humor (dramatic irony). (8-RL.11.1, 8-C.1)

1.3.21.

1.3.22. Text Structure, Organization

1.3.23. 1. Students use text structures to develop the setting and plot. (8-W.3.1c, 8-RL.12.2)

1.3.24. 2. Students use pacing and manipulation of time to develop events and characters. (8-W.3.1d, 8-RL.12.2)

1.3.25. 3. Students choose a conclusion type and revise their conclusion to follow from the narrative. (8-W.3.1h)

1.3.26. 4. Students use a variety of transition words, phrases, and clauses to signal shifts from one timeframe or setting to another and to show the relationship among events (8-W.3.1e)

1.3.27.

1.3.28. Language Choices

1.3.29. 1. Students enhance their narrative using figurative and connotative words and phrases and allusions to impact meaning and tone. (8-W.3.1g, 8-RL.9.1)

1.3.30.

1.3.31. Conventions Choices

1.3.32. 1. Students intentionally use active and passive voice. (8-W.4.1b)

1.3.33. 2. Students use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to convey a specific meaning. (8-W.4.1c)

1.3.34.

1.3.35. Theme

- 1.3.36. 1. Students strengthen the connection to theme(s) through explicit and inferred details of plot, setting, characters, and narrative point of view. (8-W.3.1f, 8-RI.6.1)
- 1.3.37. 2. Students evaluate their success with developing their theme, paying attention to how the theme emerges and is shaped and refined by the details. (8-W.3.1f)
- 1.3.38. 1. Students consult print and multimedia resources to check for correct spelling. (8-W.5.5)
- 1.3.39. 1. Students edit their narratives to show knowledge of the function of gerunds, participles, and infinitives and their function in particular sentences. (8-W.4.1a)
- 1.3.40. 2. Students edit to correct inappropriate shifts in verb voice and mood. (8-W.4.1d)
- 1.3.41. 3. Students edit to correct the use of commas, ellipses, and dashes to indicate a pause, break, or omission. (8-W.5.2a,b)

2. Second Quarter

2.1. Texts

- 2.1.1. "My Friend, Douglass" by Russell Freedman
- 2.1.2. "O Captain! My Captain!" by Walt Whitman
- 2.1.3. "Harriet Tubman: Conductor on the Underground Railroad" by Ann Petry
- 2.1.4. "Civil War Journal" by Louisa May Alcott

2.2. Reading Skills

- 2.2.1. 1. Students examine the historical, social, cultural, and/or political context of a topic to broaden inquiry. (8-RI.3.2)
- 2.2.2. 2. Students develop questions about a topic to broaden thinking and to frame inquiry for new learning and deeper understanding. (8-RI.1.1)
- 2.2.3. 3. Students read informational texts with two or more central ideas. (8-RI.6.1)
- 2.2.4. 4. Students use context clues to determine meanings of words and phrases as used in text to aid in comprehension. (8-RI.9.1)
- 2.2.5. 5. Students determine the technical meaning of words as used in text to aid in comprehension. (8-RI.8.1)
- 2.2.6. 6. Students determine the central ideas the author presents. (8-RI.6.1)
- 2.2.7. 1. Students cite key supporting details that the author uses to support the central ideas. (8-RI.6.1)
- 2.2.8. 2. Students provide an objective summary of texts, citing the central ideas and key supporting details. (8-RI.6.1)

- 2.2.9. 3. Students peer-evaluate and revise their summaries in small groups. (8-I.5.1, 8-RI.6.1, 8-C.1.3)
- 2.2.10. 4. Students cite key supporting details to analyze how (ie, to what degree and with which detail types) the author develops the central ideas. (8-RI.6.1)
- 2.2.11. 5. Students transact with the text to ask inquiry questions and formulate further logical questions as they continue exploring the topic. (8-I.2.1, 8-I.5.2)
- 2.2.12. 1. Students assess the credibility and accuracy of each text. (8-W.2.1d, 8-C.2.2)
- 2.2.13. 2. Students use what the text says explicitly as well as inferences drawn from the text to determine the author's perspective of an event or topic. (8-RI.10.1)
- 2.2.14. 3. Students analyze how/if the author responds to conflicting evidence or viewpoints. (8-RI.10.1, 7-RI.5.1)
- 2.2.15. 4. Students analyze the multiple perspectives of the same topic as presented in a variety of primary and secondary sources. (8-I.3.3, 8-RI.5.1)
- 2.2.16. 5. Students share their analysis of the primary and secondary accounts, considering new ideas and others' perspectives when forming opinions. (8-C.1.5, 8-I.2.1)
- 2.2.17. 6. Students share their own analysis of the primary and secondary accounts, qualifying or justifying views based on the evidence presented. (8-C.1.5)
- 2.2.18. 7. Students determine the author's purpose in writing the text. (8-RI.10.1, 8-RI.5.1)
- 2.2.19. 8. Students evaluate the advantages and disadvantages of using different mediums to present a particular topic. (8-RI.7.1, 8-RI.5.1)
- 2.2.20. 9. Students communicate their new understanding of the inquiry topic in a logical sequence using findings, and evidence from sources. (8-C.2.1)
- 2.2.21. 10. Students adapt their speech to a variety of contexts and tasks, using standard English when indicated and appropriate. (8-C.2.4)
- 2.2.22.
- 2.2.23. 1. Students determine the figurative meaning of words used in an informational text. (8-RI.8.1)
- 2.2.24. 2. Students analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone. (8-RI.8.1, 8-RI.5.1)
- 2.2.25. 1. Students analyze the impact of text features in print and multimedia texts on authors' similar ideas (or claims in arguments) about the same topic. (8-RI 8.2, 8-RI.11.1)

- 2.2.26. 1. Students determine the impact of text structures in print and multimedia texts on authors' similar ideas (or claims in arguments) about the same topic. (8-RI.8.2, 8-RI.11.1)

2.3. Writing Skills

- 2.3.1. 1. Students gather ideas from previously read texts and multimedia to narrow down the focus of their informative/explanatory texts. (8-W.2)
- 2.3.2. 2. Students determine the central idea they intend to communicate in their writing. (8-RI.6.1, 8-W.2.1a)
- 2.3.3. 3. Students develop a plan to communicate findings and/or take informed action. (8-L.4.2)
- 2.3.4. 4. Students assess the bias, credibility, accuracy, and validity of each potential source. (8-W.2.1d)
- 2.3.5. 1. Students use an outline or other graphic organizer to group ideas, concepts, and information into broader categories. (8-W.2.1c, 8-W.2.1g, 8-L.3.4)
- 2.3.6. 2. Students draft an introduction that introduces a central idea about a topic, previewing what follows. (8-W.2.1a)
- 2.3.7. 3. Students meet with a small group to share their introductions and gather and offer feedback. (8-W.2.1a, 8-C.1)
- 2.3.8. 4. Students revise their introduction based on the provided feedback. (8-W.2.1g)
- 2.3.9. 5. Students draft the body using relevant information from multiple diverse print and multimedia sources to examine ideas and accurately convey information. (8-W.2.1b)
- 2.3.10. 6. Students paraphrase, quote, and summarize to avoid plagiarism. (8-W.2.1h, 8-C.2.3)
- 2.3.11. 7. Students follow a standard format for citation. (8-W.2.1i)
- 2.3.12. 8. Students use appropriate transitions to clarify the relationships among ideas and concepts. (8-W.2.1j)
- 2.3.13. 9. Students draft a concluding statement or section that follows the information or explanation presented. (8-W.2.1m)
- 2.3.14. 10. Students meet with a small group to share their drafts and gather feedback on the organization and structure of the text. (8-W.2.1c, 8-C.1)
- 2.3.15. 1. Students further develop the central idea with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples. (8-RI.6.1, 8-W.2.1f)
- 2.3.16. 2. Students include formatting, graphics, and multimedia to aid the audience's comprehension. (8-W.2.1e)

- 2.3.17. 1. Students use precise language and domain-specific vocabulary to aid the readers' comprehension and to develop the central ideas. (8-W.2.1k)
- 2.3.18. 2. Students establish and maintain a style and tone authentic to the purpose. (8-W.2.1l)
- 2.3.19. 1. Students consult print and multimedia resources to check for correct spelling. (8-W.5.5)
- 2.3.20. 1. Students edit to show knowledge of the function of gerunds, participles, and infinitives and their function in particular sentences. (8-W.4.1a)
- 2.3.21. 2. Students intentionally use and form verbs in the active or passive voice to support the central idea. (8-W.4.1b)
- 2.3.22. 3. Students edit to correct any inappropriate shifts in verb voice and mood. (8-W.4.1d)
- 2.3.23. 4. Students edit to correct the use of commas, ellipses, and dashes to indicate a pause, break, or omission. (8-W.5.2a, 8-W.5.2b)
- 2.3.24. 1. Students communicate findings and/or take informed action. (8-L.4.2)
- 2.3.25. a. Students consider the audience when selecting presentation types. (8-C.5.1)
- 2.3.26. b. Students select and employ a variety of techniques to convey a message and impact the audience. (8-C.5.2)
- 2.3.27. c. Students utilize multimedia to clarify information and emphasize salient points. (8-C.3.2)

3. Third Quarter

3.1. Texts

3.1.1. Selected Informational texts

3.2. Reading Skills

- 3.2.1. 1. Students examine the historical, social, cultural, and/or political context of a topic to broaden inquiry. (8-L.3.2)
- 3.2.2. 2. Students develop questions about a topic to broaden thinking and to frame inquiry for new learning and deeper understanding. (8-L.1.1)
- 3.2.3. 3. Students read informational texts with two or more central ideas. (8-RI.6.1)
- 3.2.4. 4. Students use context clues to determine meanings of words and phrases as used in text to aid in comprehension. (8-RI.9.1)
- 3.2.5. 5. Students determine the technical meaning of words as used in text to aid in comprehension. (8-RI.8.1)
- 3.2.6. 6. Students determine the central ideas the author presents. (8-RI.6.1)

- 3.2.7. 7. Students cite key supporting details that the author uses to support the central ideas. (8-RI.6.1)
- 3.2.8. 8. Students provide an objective summary of texts, citing the central ideas and key supporting details. (8-RI.6.1)
- 3.2.9. 9. Students peer-evaluate and revise their summaries in small groups. (8-L.5.1, 8-RI.6.1, 8-C.1.3)
- 3.2.10. 10. Students cite key supporting details to analyze how (ie, to what degree and with which detail types) the author develops the central ideas. (8-RI.6.1)
- 3.2.11. 11. Students transact with the text to ask inquiry questions and formulate further logical questions as they continue exploring the topic. (8-L.2.1, 8-L.5.2)
- 3.2.12. 1. Students assess the credibility and accuracy of each text. (8-W.2.1d, 8-C.2.2)
- 3.2.13. 2. Students use what the text says explicitly as well as inferences drawn from the text to determine the author's perspective of an event or topic. (8-RI.10.1)
- 3.2.14. 3. Students analyze how/if the author responds to conflicting evidence or viewpoints. (8-RI.10.1, 7-RI.5.1)
- 3.2.15. 4. Students analyze the multiple perspectives of the same topic as presented in a variety of primary and secondary sources. (8-L.3.3, 8-RI.5.1)
- 3.2.16. 5. Students share their analysis of the primary and secondary accounts, considering new ideas and others' perspectives when forming opinions. (8-C.1.5, 8-L.2.1)
- 3.2.17. 6. Students share their own analysis of the primary and secondary accounts, qualifying or justifying views based on the evidence presented. (8-C.1.5)
- 3.2.18. 7. Students determine the author's purpose in writing the text. (8-RI.10.1, 8-RI.5.1)
- 3.2.19. 8. Students evaluate the advantages and disadvantages of using different mediums to present a particular topic. (8-RI.7.1, 8-RI.5.1)
- 3.2.20. 9. Students communicate their new understanding of the inquiry topic in a logical sequence using findings, and evidence from sources. (8-C.2.1)
- 3.2.21. 10. Students adapt their speech to a variety of contexts and tasks, using standard English when indicated and appropriate. (8-C.2.4)
- 3.2.22. 12. Students determine the figurative meaning of words used in an informational text. (8-RI.8.1)
- 3.2.23. 13. Students analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone. (8-RI.8.1, 8-RI.5.1)

- 3.2.24. 14. Students analyze the impact of text features in print and multimedia texts on authors' similar ideas (or claims in arguments) about the same topic. (8-RI.8.2, 8-RI.11.1)
- 3.2.25. 15. Students determine the impact of text structures in print and multimedia texts on authors' similar ideas (or claims in arguments) about the same topic. (8-RI.8.2, 8-RI.11.1)
- 3.2.26. 1. Students evaluate the defensibility of a speaker's claims. (8-RI.11.2)
- 3.2.27. 2. Students evaluate the speaker's argument and specific claims, assessing whether the line of reasoning is sound (logically supported) and the evidence is varied, relevant, and sufficient to support the claims. (8-RI.11.2, 8-C.4.1)
- 3.2.28. 3. Students determine if and how the speaker integrates and acknowledges credible source materials. (8-L.3.3)
- 3.2.29. 4. Students evaluate the argument, recognizing when irrelevant evidence is introduced. (8-RI.11.2, 8-C.4.1)
- 3.2.30. 5. Students recognize when and why the speaker acknowledges alternative views. (8-L.4.1, RI 10.1)
- 3.2.31. 6. Students analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to support claims. (8-C.4.2)
- 3.2.32. 7. Students determine how the speaker articulates a clear message, monitors audience awareness, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience. (8-C.4.3)

3.3. Writing Skills

- 3.3.1. 1. Students gather ideas from previously read texts and multimedia to narrow down the defensible claim of their argument. (8-W.1)
- 3.3.2. 1. Students use the most effective organizational structure that provides unity among the claim, reasons, evidence, counterclaim (alternate or opposing claim), and rebuttal (refutation). (8-W.1.1d)
- 3.3.3. 2. Students use an outline or other graphic organizer to plan to logically communicate their arguments. (8-W.1.1d)
- 3.3.4. 3. Students draft an introduction that introduces the defensible claim. (8-W.1.1a)
- 3.3.5. 4. Students draft the body by clearly supporting the claim with valid reasoning and a variety of relevant evidence from accurate, credible, and verifiable sources. (8-W.1.1b, 8-W.1.1c)
- 3.3.6. 5. Students acknowledge counterclaim (alternate or opposing claim) and rebuttal (refutation). (8-W.1.1a)

- 3.3.7. 6. Students draft a concluding statement or section that follows from and supports the argument. (8-W.1.1i)
- 3.3.8. 1. Students revise the argument to ensure that each claim is supported with credible evidence and data from print and multimedia sources. (8-W.1.1b, 8-W.1.1e, 8-C.2.1, 8-C.2.2)
- 3.3.9. 2. Students revise the argument to ensure that each alternate or opposing/counter claim is refuted with data from print and multimedia sources. (8-W.1.1b, 8-W.1.1e)
- 3.3.10. 3. Students paraphrase, quote, and summarize, avoiding plagiarism. (8-W.1.1g, 8-C.2.3)
- 3.3.11. 4. Students follow a standard format for citation. (8-W.1.1g)
- 3.3.12. 1. Students establish and maintain a formal style and objective tone. (8-W.1.1h)
- 3.3.13. 1. Students consult print and multimedia resources to check for correct spelling. (8-W.5.5)
- 3.3.14. 1. Students edit to correct inappropriate shifts in verb voice and mood. (8-W.4.1d)
- 3.3.15. 2. Students edit to show knowledge of the function of gerunds, participles, and infinitives and their function in particular sentences. (8-W.4.1a)
- 3.3.16. 3. Students intentionally use and form verbs in the active or passive voice to support the argument. (8-W.4.1b)
- 3.3.17. 4. Students edit to correct the use of commas, ellipses, and dashes to indicate a pause, break, or omission. (8-W.5.2a,b)e, break, or omission. (8-W.5.2a, 8-W.5.2b)
- 3.3.18. 1. Students develop a plan to communicate findings and/or take informed action. (8-L.4.2)
- 3.3.19. 2. Students consider the audience when selecting presentation types. (8-C.5.1)
- 3.3.20. 3. Students select and employ a variety of techniques to convey a message and impact the audience. (8-C.5.2)
- 3.3.21. 4. Students utilize multimedia to clarify information and emphasize salient points. (8-C.3.2)

4. Fourth Quarter

4.1. Texts

4.1.1. Drama: *Diary of Anne Frank*

4.1.2. Selected Informational texts

4.2. Reading Skills

- 4.2.1. 1. Students read a literary text and provide an objective summary to include the characters, setting, and plot. (8-RL.6.1)
- 4.2.2. 2. Students work in small groups to evaluate and refine individual summaries. (8-C.1, 8-L.5.1)
- 4.2.3. 3. Students analyze how incidents propel actions within the plot (cause and effect). (8-RL.8.1)
- 4.2.4. 4. Students examine how a narrative's historical, social, cultural, or political context influences the setting and plot. (8-RL.8.1, 8-L.3.2,)
- 4.2.5. 5. Students collaborate with peers to analyze how a modern work of fiction draws from patterns of events in myths, traditional stories, or religious works, describing how the material is rendered new. (8-RL.7.2, 8-RL.5.1, 8-C.1 8-L.2.1),)
- 4.2.6. 6. Students analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text. (8-RL.7.1)
- 4.2.7. 1. Students examine how a narrative's context impacts the major (main) and minor characters. (7-RL.8.1, 7-L.3.2)
- 4.2.8. 2. Students cite explicit details and inferences as they collaborate with peers to analyze how incidents reveal aspects of character or provoke major (main) and minor characters' decisions. (8-RL.8.1, 8-L.5.1, 8-C.1)
- 4.2.9. 3. Students cite explicit details and inferences to analyze how the author uses dialogue to reveal aspects of character and provoke major (main) and minor characters' decisions (8-RL.8.1)
- 4.2.10. 4. Students cite explicit details and inferences to examine how incidents reveal aspects of character or provoke major (main) and minor characters' decisions. (8-RL.8.1)
- 4.2.11. 5. Students collaborate with peers to analyze major (main) and minor character types from myths, traditional stories, or religious works, describing how the character type is rendered new. (8-RL.7.2, 8-RL.5.1, 8-C.1)
- 4.2.12. 1. Students collaborate with peers to gather evidence of how the author's choice of point of view of the narrator or speaker shapes content, meaning, and style. (7-RL.11.1, 7-RL.5.1, 7-C.1)
- 4.2.13. 2. Students analyze how an author develops characters' perspectives and influences readers to create suspense or humor (situational and dramatic irony). (8-RL.11.1)
- 4.2.14. 3. Students cite and analyze explicit details and inferences drawn from the text and engage in a collegial conversation with their peers. (8-C.1, 8-RL.5.1, 8-L.5.1)
- 4.2.15. 1. Students analyze how text structures in prose, drama, and poetry contribute to the development of setting and plot. (8-RL.12.1)

- 4.2.16. 2. Students analyze how pacing and manipulation of time (foreshadowing and flashback) develop events and characters. (8-RL.12.2, 8-W.3.1d)
- 4.2.17. 3. Students work with their small groups to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. (6-RL.12.2, 6-C.1)
- 4.2.18. 4. Students compare and contrast the structures of two or more texts with similar topics. (8-RL.12.1)
- 4.2.19. 5. Students work with their small groups to analyze how the different structures of each contribute to the plot and setting. (8-RL.12.1, 8-C.1)
- 4.2.20. 6. Students analyze the author's use of structures within text and conclude how they impact meaning. (8-RL.12.2)
- 4.2.21. 1. Students use clues of context and syntax (position and function) to determine the meaning of troublesome words and phrases. (8-RL.10.1)
- 4.2.22. 2. Students use strategies to determine the figurative and connotative meanings of words and phrases as used in texts. (8-RL.9.1)
- 4.2.23. 3. Students determine the impact of specific word choice on the development of events and characters. (8-RL.9.1, 8-RL.5.1)
- 4.2.24. 4. Students determine the impact of specific word choice on tone. (E1-RL.9.1, E1-RL.5.1)
- 4.2.25. 1. Students analyze how and why authors use parallel structures. (E1-W.4.1a, 8-RL.5.1)
- 4.2.26. 2. Students analyze how and why authors use active and passive voice. (8-W.4.1b, 8-RL.5.1)
- 4.2.27. 3. Students analyze how and why authors use gerunds, participles, infinitives, verbal moods, phrases, and clauses. (8-W.4.1, 8-RL.5.1)
- 4.2.28. 4. Students recognize how authors use language to create meaning for the reader. (8-W.4)
- 4.2.29. 1. Students collaborate with peers to determine one or more themes of a literary work and analyze how the author develops them through explicit and inferred details of plot, setting, characters, and narrative point of view. (8-RL.6.1, 8-RL.5.1, 8-C.1)
- 4.2.30. 2. Students compare and contrast the structures of two or more texts with similar themes. (8-RL.12.1)
- 4.2.31. 3. Students analyze how the differing structures of each contribute to the theme. (8-RL.12.1)
- 4.2.32. 1. Students collaborate with peers to analyze how a modern work of fiction alludes to themes and patterns of events, describing how the material is rendered new. (8-RL.7.2, 8-RL.5.1, 8-C.1)

4.3. Writing Skills

- 4.3.1. 1. Students gather ideas from previously read texts and multimedia to narrow down the focus of their informative/explanatory texts. (8-W.2)
- 4.3.2. 2. Students determine the central idea they intend to communicate in their writing. (8-RI.6.1, 8-W.2.1a)
- 4.3.3. 3. Students develop a plan to communicate findings and/or take informed action. (8-L.4.2)
- 4.3.4. 4. Students assess the bias, credibility, accuracy, and validity of each potential source. (8-W.2.1d)
- 4.3.5. 1. Students use an outline or other graphic organizer to group ideas, concepts, and information into broader categories. (8-W.2.1c, 8-W.2.1g, 8-L.3.4)
- 4.3.6. 2. Students draft an introduction that introduces a central idea about a topic, previewing what follows. (8-W.2.1a)
- 4.3.7. 3. Students meet with a small group to share their introductions and gather and offer feedback. (8-W.2.1a, 8-C.1)
- 4.3.8. 4. Students revise their introduction based on the provided feedback. (8-W.2.1g)
- 4.3.9. 5. Students draft the body using relevant information from multiple diverse print and multimedia sources to examine ideas and accurately convey information. (8-W.2.1b)
- 4.3.10. 6. Students paraphrase, quote, and summarize to avoid plagiarism. (8-W.2.1h, 8-C.2.3)
- 4.3.11. 7. Students follow a standard format for citation. (8-W.2.1i)
- 4.3.12. 8. Students use appropriate transitions to clarify the relationships among ideas and concepts. (8-W.2.1j)
- 4.3.13. 9. Students draft a concluding statement or section that follows the information or explanation presented. (8-W.2.1m)
- 4.3.14. 10. Students meet with a small group to share their drafts and gather feedback on the organization and structure of the text. (8-W.2.1c, 8-C.1)
- 4.3.15. 1. Students further develop the central idea with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples. (8-RI.6.1, 8-W.2.1f)
- 4.3.16. 2. Students include formatting, graphics, and multimedia to aid the audience's comprehension. (8-W.2.1e)
- 4.3.17. 3. Students use precise language and domain-specific vocabulary to aid the readers' comprehension and to develop the central ideas. (8-W.2.1k)
- 4.3.18. 4. Students establish and maintain a style and tone authentic to the purpose. (8-W.2.1l)

- 4.3.19. 1. Students consult print and multimedia resources to check for correct spelling. (8-W.5.5)
- 4.3.20. 1. Students edit to show knowledge of the function of gerunds, participles, and infinitives and their function in particular sentences. (8-W.4.1a)
- 4.3.21. 2. Students intentionally use and form verbs in the active or passive voice to support the central idea. (8-W.4.1b)
- 4.3.22. 3. Students edit to correct any inappropriate shifts in verb voice and mood. (8-W.4.1d)
- 4.3.23. 4. Students edit to correct the use of commas, ellipses, and dashes to indicate a pause, break, or omission. (8-W.5.2a, 8-W.5.2b)
- 4.3.24. 1. Students communicate findings and/or take informed action. (8-L.4.2)
- 4.3.25. a. Students consider the audience when selecting presentation types. (8-C.5.1)
- 4.3.26. b. Students select and employ a variety of techniques to convey a message and impact the audience. (8-C.5.2)
- 4.3.27. c. Students utilize multimedia to clarify information and emphasize salient points. (8-C.3.2)