Teacher: Core ELA 8	Year: 2015-16
Course: English Grade 8	Month: All Months

S e p t e m b e r

ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
			SBAC Claims Link: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf		
8.RL.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 define textual evidence. (DOK 1) **I can cite textual evidence. (DOK 1) **I can define inference. (DOK 1) I can cite strong textual evidence to support my analysis of a fictional text.(DOK 2) (AZ) I can cite strong textual evidence evidence to support my		Textual evidence (direct quotes) Inference	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)	

inferences.(DOK 3) (AZ)

| 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 and tone, including analogies or allusions to other texts. | I can determine the meaning of unknown words and phrases within a given text.(DOK 1)

I can recognize and comprehend figurative language and connotative meanings.(DOK 2)

I can analyze why authors choose specific words to evoke a particular meaning or tone.(DOK 2) (MH)

I can analyze why authors choose specific analogies or allusions to evoke a particular meaning or tone.(DOK 2) (MH) | Figurative (simile, metaphor, personification, hyperbole, alliteration, assonance, onomatpoeia)

Connotative Language (implied meaning beyond the literal definition)

Impact of word choice

Meaning

Tone

Analogies

Allusions (to other texts) | Determine (DOK 2) (define)

Analyze (DOK 2) (explain and critique) |
| 8.RL.10-By the | I can recognize | | |

end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6â€"8 text complexity band independently and proficiently.	when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
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 define textual evidence. (DOK 1) **I can point to textual evidence. (DOK 1) I can cite several pieces of textual evidence that most strongly support my analysis of the text. (DOK 2) **I can define inference. (DOK 1)	Textual evidence (direct quotes)	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)

**I can make an inference (DOK2)

I can cite several pieces of textual evidence that most strongly support my inferences. (DOK 3)(AZ)

| 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 within a given text. (DOK 1)

I can determine the meaning of figurative language, connotative and technical meanings.(DOK 2)

I can analyze the impact of a specific word choice on meaning and tone. (DOK 3)

I can analyze how | Figurative, connotative (implied meaning beyond the literal definition), technical (written communication in fields with specialized vocabulary) meaning

Word choice

Meaning and tone

Analogies

Allusions | Determine (DOK 2) (define)

Analyze (DOK 3) (make connections to words in context) |

	analogies and allusions impact meaning and tone. (DOK 3)		
8.RI.10-By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6â€"8 text complexity band independently and proficiently	I can analyze (compare) how two or more texts communicate different information on the same topic.(DOK 3) (MH) I can identify where texts disagree on matters of fact.(DOK 2) I can identify where texts disagree on matter of interpretation.(DOK 2)		
8.L.1-Demonstrate command of the conventions of standard English grammar and usage when	**I can identify conventions of standard English grammar and usage. (DOK 1)	Conventions of standard English grammar when writing Conventions of standard English usage when writing	Demonstrate (DOK 2) (use)

writing or speaking.	I can demonstrate command of conventions of standard English grammar and usage when writing. (DOK 2) I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2)	Conventions of standard English grammar when speaking Conventions of standard English usage when speaking	
8.L.4-Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	I can determine the meaning of unknown words based on grade 8 reading and content by using a range of strategies. (DOK 2) I can determine the meaning of unknown phrases based on grade 8 reading and content by using a range of	Unknown words Unknown phrases Multiple meaning words Multiple meaning phrases Strategies	Determine (DOK 2) (define) Clarify (DOK 2) Choose flexibly (DOK 2)

strategies. (DOK 2)

I can determine the meaning of multiple-meaning words based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown words based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 8 reading and content

by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning words based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning phrases based on grade 8 reading and content by using a range of strategies. (DOK 2)

8.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**I can identify when to use a capital letter according to the conventions of standard English. (DOK 1) I can demonstrate command of the conventions of	Conventions of standard English capitalization when writing. Conventions of standard English punctuation when writing. Conventions of standard English spelling when writing.	Demonstrate command (DOK 2)

standard English capitalization when writing. (DOK 2)

**I can identify when to use punctuation according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard English punctuation when writing. (DOK 2)

**I can identify spelling rules according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard English spelling when

writing. (DOK 2)

8.L.2c-Spell correctly.	I can spell correctly. (DOK 1)	(Words)	Spell (DOK 1)
8.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.	** I can identify language and its conventions. (DOK 1) I can use knowledge of language and its conventions when writing. (DOK 2) I can use knowledge of language and its conventions when speaking. (DOK 2) I can use knowledge of language and its conventions when reading. (DOK 2) I can use knowledge of language and its conventions when	Knowledge of language and its conventions when listening Knowledge of language and its conventions when writing Knowledge of language and its conventions when speaking Knowledge of language and its conventions when reading	Use (DOK 2) (apply)

listening. (DOK 2)

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.	**I can list strategies to identify the definition of unknown words and phrases. (DOK 1) **I can identify unknown words and phrases. (DOK 1) I can use the context of the overall meaning of a sentence as a clue to determine the meaning of a word or phrase. (DOK 2) I can use the context of the overall meaning of a sentence as a clue to clarify the meaning of a word or phrase. (DOK 2) I can use the context of the overall meaning of a paragraph as a	Context Meaning Word Phrase	Use (DOK 2) (apply)

clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of a paragraph as a clue to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of a word's position as a clue to determine the meaning of a word or phrase. (DOK 2)

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	I can acquire grade-appropriate general academic words and phrases. (DOK 1) I can use grade-appropriate general academic words and phrases. (DOK 2)	General academic words Domain-specific words Domain-specific phrases Vocabulary Knowledge Comprehension Expression	Acquire (DOK 1) (accumulate) Use (DOK 2) (speak, write) Gather (DOK 3) (synthesize)

comprehension or expression.	I can acquire grade-appropriate domain-specific words and phrases. (DOK 1)
	I can use grade-appropriate domain-specific words and phrases. (DOK 2)
	I can gather vocabulary knowledge when considering a word important to comprehension. (DOK 3)
	I can gather vocabulary knowledge when considering a phrase important to comprehension. (DOK 3)
	I can gather vocabulary knowledge when considering a word important to expression. (DOK

3)

I can gather
vocabulary
knowledge when
considering a
phrase important to
expression. (DOK
3)

WRITING - ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
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 1â€"3 above.)	**I can brainstorm ideas appropriate to task and purpose. (DOK 1) **I can connect ideas appropriate to task and purpose in a first draft. (DOK 2) I can produce clear and coherent writing in which the development is appropriate to task and purpose. (DOK 3)		Writing, development, organization, style, task, purpose, audience	Produce (DOK 3)	

**I can begin to brainstorm ways to develop a topic appropriate to audience. (DOK 1)
**I can develop a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the development is appropriate to audience. (DOK 3)

**I can list ideas or words appropriate to task and purpose. (DOK 1)
**I can use a graphic organizer appropriate to task and purpose. (DOK 2)
**I can use the information from the graphic organizer to organize and write a first draft that is appropriate to task

and purpose. (DOK
2)
I can produce clear
and coherent
writing in which the
organization is
appropriate to task
and purpose. (DOK
3)

**I can list ideas or
words appropriate
to audience. (DOK
1)
**I can organize
and write a first
draft that is
appropriate to
audience. (DOK 2)
I can produce clear
and coherent
writing in which the
organization is
appropriate to
audience. (DOK 3)

**I can identify a
variety of styles in
other pieces of
writing. (DOK 1)
**I can develop a
first draft in which
the style is

appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to task and purpose. (DOK 3)

**I can brainstorm a variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to audience. (DOK 3)

| 8.W.5-With some guidance and support from peers and adults, develop and strengthen writing | I can develop and strengthen writing with some guidance and support from peers and adults by: | Support from peers, support from adults, writing, new approaches, purpose, audience | Develop (DOK 2)

Strengthen (DOK 3) |

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 1â€"3 up to and including grade 8 on page 52.)	- planning (DOK 2) - revising (DOK 3) - editing (DOK 3) - rewriting (DOK 3) - trying a new approach (DOK 2) **I can identify purpose. (DOK 1) **I can write with purpose. (DOK 2) I can focus on how well purpose has been addressed. (DOK 3) **I can identify audience. (DOK 1) **I can write with an audience in mind. (DOK 2) I can focus on how well audience has been addressed. (DOK 3)		Planning (DOK 2) Revising (DOK 3) Editing (DOK 3) Rewriting (DOK 3) Focus (self-assess) (DOK 3)
8.W.6-Use	I can use	Technology, internet, writing, relationships	Use

technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

technology to produce writing. (DOK 1)
I can use technology to publish writing.(DOK 1)

I can use the internet to produce writing.(DOK 1)
I can use the internet to publish writing.(DOK 1)

I can use technology to present the relationships between relationships and ideas efficiently.(DOK 3)
I can use the internet to present the relationships between relationships and ideas efficiently.(DOK 3)

I can use technology to

between information, relationships between ideas

Produce

Present

Interact

Collaborate

	interact with others.(DOK 2) I can use technology to collaborate.(DOK 2) I can use the internet to interact with others.(DOK 2) I can use the internet to collaborate.(DOK 2)		
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 identify the steps to answer to answer a research question. (DOK 1) **I can outline and summarize a response to answer a research question. (DOK 2) I can conduct a short research project to answer a question. (DOK 3) I can generate a question to conduct a short research project. (DOK 4) **I can identify	Research project, question, self-generated question, sources, avenues of exploration	Conduct to answer (DOK 4) Draw on (DOK 4) Generate (DOK 4)

possible sources. (DOK 1)

**I can identify appropriate sources related to the question. (DOK 2)

**I can take notes, outline and/or summarize information related to the question from the sources. (DOK 2)

I can draw on several sources. (DOK 3)

**I can define what makes a good research worthy question (DOK 1)

**I can draft research worthy questions. (DOK 2)

**I can generate additional related, focused questions for further research and investigation. (DOK 3)

I can generate additional related, focused questions

that allow for multiple avenues of exploration. (DOK 4)

8.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.	**I can define evidence. (DOK 1) **I can determine what evidence from a literary or informational text supports my analysis. (DOK 2) I can draw evidence from literary or informational texts to support analysis. (DOK 3) **I can define evidence. (DOK 1) **I can determine what evidence from a literary or informational text supports my reflection. (DOK 2) I can draw evidence from literary or informational texts to support	Evidence, literary texts, informational texts, analysis, reflection, research	Draw to support (DOK 3)

reflection. (DOK 3)

**I can define evidence. (DOK 1)
**I can determine what evidence from a literary or informational text supports my research. (DOK 2)
I can draw evidence from literary or informational texts to support research. (DOK 3)

8.W.9b-Apply grade 8 Reading standards to literary nonfiction (e.g., â€œDelineate 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	I can apply grade 8 reading standards to literary nonfiction.(DOK 3)	Reading standards, literary nonfiction	Apply (DOK 3)

irrelevant evidence
is
introducedâ€).

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
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 routinely over extended time frames for a discipline-specific tasks, purposes, and audiences.(DOK 4) I can write routinely over shorter time frames for a discipline-specific tasks, purposes, and audiences.(DOK 3)		time frames, discipline-specific tasks, purposes, audiences	Write	

How does structure encourage us to interact with the text? ~ TRIMESTER ONE - ASSESSED IN NOVEMBER

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
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	**I can define theme. (DOK 1) I can determine a theme or a central idea in a text.(DOK 2) I can analyze a theme or central		Theme or central idea Characters Setting Plot Objective summary	Determine (DOK 1) (state) Analyze (DOK 2) (follow throughout a text) Provide (DOK 2) (summarize)	

an objective summary of the text.

idea throughout an entire text.(DOK 2)

I can analyze plot (events that happen) to determine a theme (author's overall message).(DOK 2) (MH)

I can analyze how characters contribute to the theme.(DOK 2)

I can analyze how setting contributes to the theme.(DOK 2)

I can provide an objective summary of the text stating the key points with out adding my own opinions or feelings.(DOK 2) (MH)

| 8.RL.3-Analyze how particular | **I can identify dialogue. (DOK 1) | Dialogue within a story | Analyze (DOK 3) (select, examine |

lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	I can analyze how particular lines of dialogue in a story or drama propels the action, reveal aspects of a character, or provoke a character's decision.(DOK 2) I can analyze how particular incidents in a story or drama propels the action, reveal aspects of a character, or provoke a character's decision.(DOK 2)	Dialogue within a drama Incidents within a story Incidents within a drama Action Aspects of a character Decision (choices made by characters)	and then determine)
8.RL.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 identify the structure of a text. (DOK 1) I can compare and contrast the structure of two or more texts.(DOK 2) I can analyze the	Text structure Meaning Style	Compare and contrast (DOK 2) Analyze (DOK 3) (determine)

differing structures of two or more texts and determine how the differences affect the overall meaning and style of each text.(DOK 3)

8.RL.6-Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	I can understand various types of point of view (e.g., limited omniscient, omniscient, first person, second person, third person, objective).(DOK 1) I can analyze how differing points of view can create suspense or humor.(DOK 2)	Point of view of the character (first-person, second-person, third-person: limited, omniscient) Point of view of the audience or reader Dramatic irony Effect (suspense, humor)	Analyze (DOK 3) (recognize and explain)
8.RI.5-Analyze in detail the structure of a specific paragraph in a text, including the role of particular	**I can identify text structure. (DOK1) **I can explain why a paragraph is structured in a	Structure of a paragraph Role of sentences Key concept	Analyze (DOK 2)

	specific way. (DOK 2)
sentences in developing and refining a key concept.	specific way. (DOK 2)
	I can analyze why a paragraph is structured in a specific way. (DOK 3)
	I can analyze how each sentence in a paragraph helps to explain, develop, and refine the topic of that paragraph.(DOK 3)

Speaking and Listening ~ TRIMESTER ONE- ASSESSED IN NOVEMBER

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
8.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and	I can engage in one-on-one discussions.(DOK 1) I can engage in group discussions.(DOK 1)		Discussions (one-on-one, in groups, and teacher-led) Topics Texts Issues Others' ideas	Engage (DOK 1) (participate) Build on others ideas (DOK 3) (explain, generalize, connect) Express own ideas	

issues, building on others' ideas and expressing their own clearly.	I can engage in teacher-led discussions.(DOK 1) I can build on others' ideas.(DOK 3) I can express my own ideas clearly.(DOK 3)		clearly (DOK 3) (synthesize and communicate)
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 ideas under discussion.	I can come to discussion prepared, based on what my teacher has define as prepared.(DOK 1) I can come to discussion having read or researched the material.(DOK 1) I can explicitly draw on my preparation by referring to evidence on the topic, text or	Materials under study Evidence (prepared material on topic, text, or issue) Ideas under discussion	Come prepared (DOK 1) (having read/researched) Explicitly draw on (DOK 2) (support with evidence from the material) Refer to evidence (DOK 1) (point out) Probe (DOK 3) (investigate more deeply) Reflect (DOK 3) (synthesize and

	issue.(DOK 2)		communicate)
	I can probe on ideas under discussion.(DOK 3)		
	I can reflect on ideas under discussion.(DOK 3)		
8.SL.1b-Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	I can follow rules for collegial discussions. (DOK 1)	Rules for collegial discussion and decision making	Follow (DOK 1)
		Goals	Track(DOK 3) (reasoning/planning to set goals and then chart progress)
	I can follow rules for decision making.(DOK 1)	Deadlines	
		Roles	Define (DOK 1) (assign task)
	I can track progress towards a specific goal or deadline.(DOK 3)		
	I can define individual roles.(DOK 1)		
8.SL.1c-Pose questions that connect the ideas	I can pose questions that connect the ideas of several	Questions	Pose (DOK 3) (asking to connect ideas)
		Comments	

of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

speakers.(DOK 3)

I can respond to others' questions and comments with relevant evidence.(DOK 3)

I can respond to others' questions and comments with relevant observations.(DOK 3)

I can respond to others' questions and comments with relevant ideas.(DOK 3)

Relevant evidence

Observations, and ideas

Respond (DOK 3) (answer)

8.SL.1d- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

I can acknowledge new information expressed by others. (DOK 1)

I can qualify my views using the evidence presented. (DOK 3)

I can justify my

Information

Views

Evidence

Acknowledge (DOK 1) (recognize)

Qualify (DOK 3) (prove)

Justify (DOK 3) (defend)

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
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 on page 52 for specific expectations.)	I can adapt speech to a variety of contexts and tasks.(DOK 3) I can demonstrate command of formal English when indicated or appropriate.(DOK 2)		Speech Content Tasks Formal English	Adapt (DOK 3) Demonstrate (DOK 2)	

views in light of the evidence presented. (DOK 3)

Language Usage ~ TRIMESTER ONE- ASSESSED IN NOVEMBER

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
8.L.2a-Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	** I can explain when to use a comma to create a pause. (DOK 1) ** I can define ellipsis and when to use an ellipsis. (DOK 1) ** I can explain		Comma Ellipsis Dash Pause Break	Use (DOK 2) Indicate (Show) (DOK 2)	

when to use a
ellipsis to create a
pause. (DOK 1)
** I can define dash
and when to use a
dash. (DOK 1)
** I can explain
when to use a dash
to create a pause.
(DOK 1)
I can use
punctuation to
indicate a pause.
(DOK 2)

** I can explain
when to use a
comma to create a
break. (DOK 1)
** I can define
ellipsis and when to
use an ellipsis.
(DOK 1)
** I can explain
when to use a
ellipsis to create a
break. (DOK 1)
** I can define dash
and when to use a
dash. (DOK 1)
** I can explain
when to use a dash
to create a break.

(DOK 1)
I can use
punctuation to
indicate a break.
(DOK 2)

8.L.2b-Use an ellipsis to indicate an omission.	** I can define ellipsis and when to use an ellipsis. (DOK 1) I can use an ellipsis to indicate an omission. (DOK 2)	Ellipsis Omission	Use (DOK 2) Indicate (Show) (DOK 2)
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 identify Greek affixes and roots (DOK 1) **I can explain how Greek affixes and roots change the meaning of words. (DOK 1) I can use Greek affixes and roots as clues to determine the meaning of words. (DOK 2) **I can identify Latin affixes and	Greek affixes Greek roots Latin affixes Latin roots	Use (DOK 2) (apply)

roots (DOK 1)

**I can explain how Latin affixes and roots change the meaning of words. (DOK 1)

I can use Latin affixes and roots as clues to determine the meaning of words. (DOK 2)

| 8.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | "**I can identify figurative language. (DOK 1)
I can demonstrate understanding of figurative language. (DOK 2)

**I can identify word relationships. (DOK 1)
I can demonstrate understanding of word relationships. (DOK 2) | Figurative language

Word Relationships

Nuances | Demonstrate (DOK 2)
(show) |

	I can identify nuance. (DOK 1) I can demonstrate understanding of nuances in word meanings. (DOK 2)"		
8.L.5a-Interpret figures of speech (e.g. verbal irony, puns) in context.	** I can identify figures of speech. (DOK 1) ** I can identify verbal irony. (DOK 1) ** I can identify puns. (DOK 1) I can interpret figures of speech in context. (DOK 3)	Figures of speech Verbal irony Pun	Interpret (DOK 3) (judge)
8.L.5b-Use the relationship between particular words to better understand each of the words.	**I can identify that the relationship between particular words can help me understand each of the words. (DOK 1) I can use the relationship	Word relationships	Use (DOK 2) (apply)

	between particular words to better understand each of the words. (DOK 2)				
8.L.5c-Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	**I can define the term connotations. (DOK1) **I can define the term denotations. (DOK 1) I can distinguish the difference between the connotations (associations) of words that have similar denotations (definitions). (DOK 2)		Connotation Denotation		Distinguish (DOK 2) (identify differences)

Writing ~ ASSESSED IN NOVEMBER

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
8.W.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant	I can write narratives to develop real or imagined experiences or events. (DOK 3) I can use effective		Narratives, experiences, events, technique, details, event sequences	Write to develop (DOK 3) Use (DOK 3)	

descriptive details, and well-structured event sequences.	technique. (DOK 3) I can use relevant descriptive details. (DOK 2) I can use well-structured event sequences. (DOK 2)		
8.W.3a-Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I can engage the reader by establishing a context.(DOK 3) I can engage the reader by establishing the point of view.(DOK 3) I can engage the reader by introducing a narrator and/or characters.(DOK 3) I can orient the reader by establishing a context.(DOK 2)	Reader, context, point of view, narrator, characters, event sequence	Engage Orient (guide) Establish Introduce Organize

I can orient the reader by establishing the point of view.(DOK 2)

I can orient the reader by introducing a narrator and/or characters.(DOK 2)

I can organize an event sequence that unfolds naturally and logically.(DOK 2)

| 8.W.3b-Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | I can use the following narrative techniques to develop experiences:(DOK 3)
- dialogue
- pacing
- description
- reflection

I can use the following narrative techniques to | Narrative techniques, dialogue, pacing, description, reflection, experiences, events, characters | Use

Develop |

develop events:(DOK 3)
- dialogue
- pacing
- description
- reflection

I can use the following narrative techniques to develop characters:(DOK 3)
- dialogue
- pacing
- description
- reflection

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.	I can use a variety of transition words, phrases, and clauses to convey sequence.(DOK 2) I can use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another.(DOK 2) I can use a variety	Variety, transition words, phrases, clauses, sequence, shifts, time frame, setting, relationships, experiences, events	Use to convey Use to signal Use to show

of transition words, phrases, and clauses to show the relationships among experiences and events.(DOK 2)

8.W.3d-Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	I can use precise words and phrases to capture the action.(DOK 3) I can use precise words and phrases to convey experiences and events.(DOK 3) I can use relevant descriptive details to capture the action.(DOK 3) I can use relevant descriptive details to convey experiences and events.(DOK 3) I can use sensory language to capture	Words, phrases, descriptive details, sensory language, action, experiences, events	Use to capture Use to convey

the action.(DOK 3)

I can use sensory language to convey experiences and events.(DOK 3)

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
8.W.3e-Provide a conclusion that follows from and reflects on the narrated experiences or events.	I can provide a conclusion that follows from the narrated experiences or events.(DOK 3) I can provide a conclusion that reflects on the narrated experiences or events.(DOK 3)		Conclusion, experiences, events	Provide	

ASSESSED THROUGHOUT THE YEAR

December	Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
				SBAC Claims Link: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf		
	8.RL.1-Cite the textual	**I can define textual		Textual evidence (direct quotes)	Cite to support	

evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	evidence. (DOK 1) **I can cite textual evidence. (DOK 1) **I can define inference. (DOK 1) I can cite strong textual evidence to support my analysis of a fictional text.(DOK 2) (AZ) I can cite strong textual evidence evidence to support my inferences.(DOK 3) (AZ)	Inference	analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)
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 and tone, including analogies or allusions to other texts.	I can determine the meaning of unknown words and phrases within a given text.(DOK 1) I can recognize and comprehend figurative language and connotative meanings.(DOK 2) I can analyze why	Figurative (simile, metaphor, personification, hyperbole, alliteration, assonance, onomatpoeia) Connotative Language (implied meaning beyond the literal definition) Impact of word choice Meaning Tone	Determine (DOK 2) (define) Analyze (DOK 2) (explain and critique)

	authors choose specific words to evoke a particular meaning or tone.(DOK 2) (MH) I can analyze why authors choose specific analogies or allusions to evoke a particular meaning or tone.(DOK 2) (MH)	Analogies Allusions (to other texts)	
8.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6â€"8 text complexity band independently and proficiently.	I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
8.RI.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences	**I can define textual evidence. (DOK 1) **I can point to textual evidence. (DOK 1)	Textual evidence (direct quotes)	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text)

drawn from the text.

I can cite several pieces of textual evidence that most strongly support my analysis of the text. (DOK 2)

**I can define inference. (DOK 1)

**I can make an inference (DOK2)

I can cite several pieces of textual evidence that most strongly support my inferences. (DOK 3)(AZ)

Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)

| 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 within a given text. (DOK 1)

I can determine the meaning of figurative language, connotative and technical meanings.(DOK 2)

I can analyze the | Figurative, connotative (implied meaning beyond the literal definition), technical (written communication in fields with specialized vocabulary) meaning

Word choice

Meaning and tone

Analogies

Allusions | Determine (DOK 2) (define)

Analyze (DOK 3) (make connections to words in context) |

	impact of a specific word choice on meaning and tone. (DOK 3)		
	I can analyze how analogies and allusions impact meaning and tone. (DOK 3)		
8.RI.10-By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6â€"8 text complexity band independently and proficiently	I can analyze (compare) how two or more texts communicate different information on the same topic.(DOK 3) (MH) I can identify where texts disagree on matters of fact.(DOK 2) I can identify where texts disagree on matter of interpretation.(DOK 2)		
8.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or	**I can identify conventions of standard English grammar and usage. (DOK 1)	Conventions of standard English grammar when writing Conventions of standard English usage when	Demonstrate (DOK 2) (use)

speaking.

	I can demonstrate command of conventions of standard English grammar and usage when writing. (DOK 2) I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2)	writing Conventions of standard English grammar when speaking Conventions of standard English usage when speaking	
8.L.4-Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	I can determine the meaning of unknown words based on grade 8 reading and content by using a range of strategies. (DOK 2) I can determine the meaning of unknown phrases based on grade 8 reading and content by using a range of strategies. (DOK 2) I can determine the meaning of multiple-meaning words based	Unknown words Unknown phrases Multiple meaning words Multiple meaning phrases Strategies	Determine (DOK 2) (define) Clarify (DOK 2) Choose flexibly (DOK 2)

on grade 8 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown words based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning words based on grade 8 reading and content by using a range of strategies.

(DOK 2)

I can clarify the meaning of multiple-meaning phrases based on grade 8 reading and content by using a range of strategies. (DOK 2)

| 8.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **I can identify when to use a capital letter according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard English capitalization when writing. (DOK 2)

**I can identify when to use punctuation according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard | Conventions of standard English capitalization when writing.

Conventions of standard English punctuation when writing.

Conventions of standard English spelling when writing. | Demonstrate command (DOK 2) |

English punctuation when writing. (DOK 2)

**I can identify spelling rules according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard English spelling when writing. (DOK 2)

8.L.2c-Spell correctly.	I can spell correctly. (DOK 1)	(Words)	Spell (DOK 1)
8.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.	** I can identify language and its conventions. (DOK 1)	Knowledge of language and its conventions when listening	Use (DOK 2) (apply)
	I can use knowledge of language and its conventions when writing. (DOK 2)	Knowledge of language and its conventions when writing	
		Knowledge of language and its conventions when speaking	
	I can use knowledge of language and its conventions when speaking. (DOK 2)	Knowledge of language and its conventions when reading	

I can use knowledge of language and its conventions when reading. (DOK 2)

I can use knowledge of language and its conventions when listening. (DOK 2)

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.	**I can list strategies to identify the definition of unknown words and phrases. (DOK 1) **I can identify unknown words and phrases. (DOK 1) I can use the context of the overall meaning of a sentence as a clue to determine the meaning of a word or phrase. (DOK 2) I can use the context of the overall meaning of a sentence as a clue to clarify the meaning of a word or phrase. (DOK 2)	Context Meaning Word Phrase	Use (DOK 2) (apply)

I can use the context of the overall meaning of a paragraph as a clue to determine the meaning of a word or phrase. (DOK 2)

I can use the context of the overall meaning of a paragraph as a clue to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of a word's position as a clue to determine the meaning of a word or phrase. (DOK 2)

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 acquire grade-appropriate general academic words and phrases. (DOK 1) I can use grade-appropriate general academic words and phrases. (DOK 2) I can acquire grade-appropriate domain-	General academic words Domain-specific words Domain-specific phrases Vocabulary Knowledge Comprehension Expression	Acquire (DOK 1) (accumulate) Use (DOK 2) (speak, write) Gather (DOK 3) (synthesize)

specific words and phrases. (DOK 1)

I can use grade-appropriate domain-specific words and phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a word important to expression. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to

expression. (DOK 3)

WRITING - ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
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 1â€"3 above.)	**I can brainstorm ideas appropriate to task and purpose. (DOK 1) **I can connect ideas appropriate to task and purpose in a first draft. (DOK 2) I can produce clear and coherent writing in which the development is appropriate to task and purpose. (DOK 3) **I can begin to brainstorm ways to develop a topic appropriate to audience. (DOK 1) **I can develop a first draft that is appropriate to audience. (DOK 2) I can produce clear and coherent writing in which the development		Writing, development, organization, style, task, purpose, audience	Produce (DOK 3)	

is appropriate to
audience. (DOK 3)

**I can list ideas or
words appropriate to
task and purpose.
(DOK 1)
**I can use a graphic
organizer appropriate to
task and purpose.
(DOK 2)
**I can use the
information from the
graphic organizer to
organize and write a
first draft that is
appropriate to task and
purpose. (DOK 2)
I can produce clear and
coherent writing in
which the organization
is appropriate to task
and purpose. (DOK 3)

**I can list ideas or
words appropriate to
audience. (DOK 1)
**I can organize and
write a first draft that is
appropriate to audience.
(DOK 2)
I can produce clear and
coherent writing in

which the organization is appropriate to audience. (DOK 3)

**I can identify a variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to task and purpose. (DOK 3)

**I can brainstorm a variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to audience. (DOK 3)

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 1â€"3 up to and including grade 8 on page 52.)	I can develop and strengthen writing with some guidance and support from peers and adults by: - planning (DOK 2) - revising (DOK 3) - editing (DOK 3) - rewriting (DOK 3) - trying a new approach (DOK 2) **I can identify purpose. (DOK 1) **I can write with purpose. (DOK 2) I can focus on how well purpose has been addressed. (DOK 3) **I can identify audience. (DOK 1) **I can write with an audience in mind. (DOK 2) I can focus on how well audience has been	Support from peers, support from adults, writing, new approaches, purpose, audience	Develop (DOK 2) Strengthen (DOK 3) Planning (DOK 2) Revising (DOK 3) Editing (DOK 3) Rewriting (DOK 3) Focus (self-assess) (DOK 3)

addressed. (DOK 3)

8.W.6-Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	I can use technology to produce writing. (DOK 1) I can use technology to publish writing.(DOK 1) I can use the internet to produce writing.(DOK 1) I can use the internet to publish writing.(DOK 1) I can use technology to present the relationships between relationships and ideas efficiently.(DOK 3) I can use the internet to present the relationships between relationships and ideas efficiently.(DOK 3) I can use technology to interact with others.(DOK 2) I can use technology to collaborate.(DOK 2)	Technology, internet, writing, relationships between information, relationships between ideas	Use Produce Present Interact Collaborate

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 the internet to interact with others.(DOK 2) I can use the internet to collaborate.(DOK 2) **I can identify the steps to answer to answer a research question. (DOK 1) **I can outline and summarize a response to answer a research question. (DOK 2) I can conduct a short research project to answer a question. (DOK 3) I can generate a question to conduct a short research project. (DOK 4) **I can identify possible sources. (DOK 1) **I can identify appropriate sources related to the question. (DOK 2) **I can take notes, outline and/or summarize information related to the question	Research project, question, self-generated question, sources, avenues of exploration	Conduct to answer (DOK 4) Draw on (DOK 4) Generate (DOK 4)

from the sources. (DOK 2)
I can draw on several sources. (DOK 3)

**I can define what makes a good research worthy question (DOK 1)
**I can draft research worthy questions. (DOK 2)
**I can generate additional related, focused questions for further research and investigation. (DOK 3)
I can generate additional related, focused questions that allow for multiple avenues of exploration. (DOK 4)

| 8.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. | **I can define evidence. (DOK 1) **I can determine what evidence from a literary or informational text supports my analysis. (DOK 2) I can draw evidence | Evidence, literary texts, informational texts, analysis, reflection, research | Draw to support (DOK 3) |

from literary or informational texts to support analysis. (DOK 3)

**I can define evidence. (DOK 1)
**I can determine what evidence from a literary or informational text supports my reflection. (DOK 2)
I can draw evidence from literary or informational texts to support reflection. (DOK 3)

**I can define evidence. (DOK 1)
**I can determine what evidence from a literary or informational text supports my research. (DOK 2)
I can draw evidence from literary or informational texts to support research. (DOK 3)

8.W.9b-Apply grade 8   I can apply grade 8   Reading standards, literary nonfiction   Apply (DOK 3)

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").	reading standards to literary nonfiction.(DOK 3)
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 routinely over extended time frames for a discipline-specific tasks, purposes, and audiences.(DOK 4)

I can write routinely over shorter time frames for a discipline-specific tasks, purposes, and audiences.(DOK 3) |

The "time frames, discipline-specific tasks, purposes, Write audiences" text appears aligned with the 8.W.10 row in a content column.

 How does the presentation of content guide us to explore alternative perspectives? ~ TRIMESTER TWO- ASSESSED IN MARCH

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
8.RL.7-Analyze the extent to which a filmed or live	**I can identify the key aspects of a live production of a text and		Filmed or live production of a story or drama

Choices | Analyze (DOK 2) (compare and contrast) | |

production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | the original text. (DOK 1)

I can analyze the extent to which the filmed or live production(s) of the text or script is faithful to or departs from the original. (DOK 2)

I can evaluate choices made by directors or actors to either stay faithful to or depart from the script.(DOK 3) (AZ) | | Evaluate (DOK 3) (judge)

8.RL.9-Analyze how a modern work of fiction draws on themes, patterns 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 identify theme. (DOK 1)

**I can identify patterns of events. (DOK 1)

**I can identify character types. (DOK 1)

**I can determine themes, patterns of events, or character | Modern fiction

Themes

Patterns of events

Character types

Myths

Traditional stories

Religious works (Bible) | Analyze (DOK 3) (connect and explain)

Describe (DOK 3) |

types. (DOK 2)

I can analyze a modern work of fiction to recognize themes, patterns of events, or character types from well-known myths, stories, religious works, etc.(DOK 3) (AZ)

I can describe how the concepts, theme, characters or framework has been used in a new way.(DOK 3) (AZ)

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 identify connections between individuals, ideas, or events. (DOK 1) I can analyze how a text makes connections between individuals, ideas or events.(DOK 2) **I can identify distinctions between individuals, ideas, or	Text connections and distinctions between individuals, ideas, events	Analyze (DOK 3) (examine comparisons and distinctions through comparisons, analogies or categories)

events. (DOK 1)

I can analyze how a text makes distinctions between individuals, ideas or events. (DOK 2)

Standards	Enduring Understandings (Learning Targets)	Content	Skills
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 identify different mediums that portray a particular topic or idea. (DOK 1) **I can determine the advantages and disadvantages for types of mediums. (DOK 2) I can evaluate how different mediums portray a particular topic or idea to determine the advantages and disadvantages for each type.(DOK 3) (AZ)	Advantages of medium (text, audio, video, multimedia) Disadvantages of medium (text, audio, video, multimedia) Topic/idea	Evaluate (DOK 3) (compare and contrast)

Speaking and Listening ~ TRIMESTER TWO- ASSESSED IN MARCH

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples

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 diverse media and formats.(DOK 2) I can evaluate the motives behind the presentation of various media and its format.(DOK 3)	Purpose of information Media Formats (visually, quantitatively, orally) Motives (social, commercial, political), presentation	Analyze (DOK 2) (identify purpose) Evaluate (DOK 3) (synthesize, infer and judge)
8.SL.5-Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	I can integrate multimedia and visual displays into presentations to clarify information.(DOK 3) I can integrate multimedia and visual displays into presentations to strengthen claims and evidence.(DOK 3) I can integrate multimedia and visual displays into presentations to add interest.(DOK 3)	Multimedia and visual displays Presentation Information Claims Evidence Interest (appeal)	Integrate (DOK 3)

Language ~ TRIMESTER TWO - ASSESSED IN MARCH

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
8.L.1b-Form and use verbs in the active and passive voice.	**I can identify verbs. (DOK 1)		Verbs in active voice	Form (DOK 2)	
			Verbs in passive voice	Use (DOK 2)	
	**I can define active voice. (DOK 1)				
	I can form verbs in the active voice. (DOK 2)				
	I can use verbs in the active voice. (DOK 2)				
	**I can define passive voice. (DOK 1)				
	I can form verbs in the passive voice. (DOK 2)				
	I can use verbs in the passive voice. (DOK 2)				
8.L.1c-Form and use verbs in the indicative, imperative, interrogative,	"** I can identify verbs. (DOK 1)		Verbs in indicative mood	Form (DOK 2)	
	** I can define indicative mood. (DOK		Verbs in imperative mood	Use (DOK 2)	

| conditional, and subjunctive mood. | 1)
I can form verbs in the indicative mood. (DOK 2)
I can use verbs in the indicative mood. (DOK 2)

**I can define imperative mood. (DOK 1)
I can form verbs in the imperative mood. (DOK 2)
I can use verbs in the imperative mood. (DOK 2)

**I can define interrogative mood. (DOK 1)
I can form verbs in the interrogative mood. (DOK 2)
I can use verbs in the interrogative mood. (DOK 2)

**I can define conditional mood. (DOK 1)
I can form verbs in the conditional mood. | Verbs in interrogative mood

Verbs in conditional mood

Verb in subjunctive mood |

(DOK 2)
I can use verbs in the
conditional mood.
(DOK 2)

**I can define
subjunctive mood.
(DOK 1)
I can form verbs in the
subjunctive mood.
(DOK 2)
I can use verbs in the
subjunctive mood.
(DOK 2)"

8.L.1d-Recognize and correct inappropriate shifts in verb voice and mood.*	**I can identify a verb voice. (DOK 1) I can recognize inappropriate shifts in verb voice. (DOK 1) I can correct inappropriate shifts in verb voice. (DOK 2) **I can identify a verb mood. (DOK 1) I can recognize inappropriate shifts in verb mood. (DOK 1) I can correct inappropriate shifts in verb mood. (DOK 2)	Shifts in verb voice Shifts in verb mood	Recognize (DOK 1) Correct (DOK 2)

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 general reference materials, both print and digital, to find the pronunciation of a word. (DOK 1) I can consult specialized reference materials, both print and digital, to find the pronunciation of a word. (DOK 1) I can consult general reference materials, both print and digital, to determine the precise meaning of a word. (DOK 1)I can consult specialized reference materials, both print and digital, to determine the precise meaning of a word. (DOK 1) I can consult general reference materials, both print and digital, to clarify the precise meaning of a word. (DOK 1) I can consult specialized reference materials, both print	General reference materials, (print and digital) Specialized reference materials, (print and digital) Pronunciation Precise meaning Part of Speech	Consult (DOK 1) Find (DOK 1) Determine (DOK 1) (identify) Clarify (DOK 1)

	and digital, to clarify the precise meaning of a word. (DOK 1)
	I can consult general reference materials, both print and digital, to determine the part of speech of a word. (DOK 1)
	I can consult specialized reference materials, both print and digital, to determine the part of speech of a word. (DOK 1)
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 (check) the preliminary determination of the meaning of a word. (DOK 1) I can verify (check) the preliminary determination of the meaning of a phrase. (DOK 1)	Preliminary determination Meaning of a word Meaning of a phrase	Verify (DOK 1) (check)

Writing ~ ASSESSED IN MARCH

Standards	Enduring Understandings	Assessment	Content	Skills	Examples

(Learning Targets)			
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 select relevant content. (DOK 2) I can organize relevant content. (DOK 2) I can analyze relevant content. (DOK 3) I can write to convey ideas. (DOK 3) I can write to convey concepts. (DOK 3) I can write to convey information. (DOK 3) I can write informative/explanatory texts to examine a topic. (DOK 4)	Informative/explanatory texts, topic, ideas, concepts, information, selection, content	Write (DOK 4) Examine (DOK 4) Convey (DOK 4)
8.W.2a-Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories;	I can introduce a topic that clearly previews what is to follow.(DOK 3) I can organize ideas into broader	Topic, ideas, concepts, information, categories, formatting, graphics, multimedia, comprehension	Introduce Organize Include to aid

include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	categories.(DOK 2) I can organize concepts into broader categories.(DOK 2) I can organize information into broader categories.(DOK 2) I can include formatting to aid comprehension.(DOK 2) I can include graphics to aid comprehension.(DOK 2) I can include multimedia to aid comprehension.(DOK 3)		
8.W.2b-Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and	I can develop the topic with relevant facts.(DOK 3) I can develop the topic with well-chosen	Topic, facts, definitions, details, quotations, information, examples	Develop (support)

examples.	facts.(DOK 3)		
	I can develop the topic with definitions.(DOK 3)		
	I can develop the topic with concrete details.(DOK 3)		
	I can develop the topic with quotations.(DOK 3)		
	I can develop the topic with information.(DOK 3)		
	I can develop the topic with examples.(DOK 3)		
8.W.2c-Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	I can use appropriate transitions to create cohesion among ideas and concepts.(DOK 2) I can use varied transitions to create cohesion among ideas and concepts.(DOK 3) I can use appropriate	Transitions, cohesion, relationships, ideas, concepts	Use Create Clarify

	transitions to clarify the relationships among ideas and concepts.(DOK 3) I can use varied transitions to clarify the relationships among ideas and concepts.(DOK 3)		
8.W.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language to inform about the topic.(DOK 2) I can use precise language to explain the topic.(DOK 2) I can use domain-specific vocabulary to inform about the topic.(DOK 2) I can use domain-specific vocabulary to explain the topic.(DOK 2)	Language, domain-specific vocabulary, topic	Use to inform Use to explain
8.W.2e-Establish and	I can establish formal	Formal style	Establish

maintain a formal style.	style. (DOK 3) I can maintain formal style. (DOK 3)		Maintain
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.(DOK 2) I can provide a concluding statement or section that follows from the information or explanation presented.(DOK 3) I can provide a concluding statement or section that supports the information or explanation presented.(DOK 3)	Concluding statement, concluding section, information, explanation	Provide
8.W.9a-Apply grade 8 Reading standards to literature (e.g., âeAnalyze how a modern work of fiction draws on themes, patterns of events, or character types from	I can apply grade 8 reading standards to literature.(DOK 4)	Reading standards, literature	Apply (DOK 3)

myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

March

ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources
			SBAC Claims Link: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf				
8.RL.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 define textual evidence. (DOK 1)

**I can cite textual evidence. (DOK 1)

**I can define inference. (DOK 1)

I can cite strong textual evidence to support my analysis of a fictional text.(DOK 2) (AZ)

I can cite strong | | Textual evidence (direct quotes)

Inference | Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text)

Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences) | | | |

textual evidence
evidence to support
my
inferences.(DOK 3)
(AZ)

| 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 and tone, including analogies or allusions to other texts. | I can determine the meaning of unknown words and phrases within a given text.(DOK 1)

I can recognize and comprehend figurative language and connotative meanings.(DOK 2)

I can analyze why authors choose specific words to evoke a particular meaning or tone.(DOK 2) (MH)

I can analyze why authors choose specific analogies or allusions to evoke a particular meaning or tone.(DOK 2) | Figurative (simile, metaphor, personification, hyperbole, alliteration, assonance, onomatpoeia)

Connotative Language (implied meaning beyond the literal definition)

Impact of word choice

Meaning

Tone

Analogies

Allusions (to other texts) | Determine (DOK 2) (define)

Analyze (DOK 2) (explain and critique) |

(MH)

Standard	Learning Targets		
8.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
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 define textual evidence. (DOK 1) **I can point to textual evidence. (DOK 1) I can cite several pieces of textual evidence that most strongly support my analysis of the text. (DOK 2)	Textual evidence (direct quotes)	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support

inferences)

**I can define inference. (DOK 1)

**I can make an inference (DOK2)

I can cite several pieces of textual evidence that most strongly support my inferences. (DOK 3)(AZ)

| 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 | I can determine the meaning of words and phrases within a given text. (DOK 1)

I can determine the meaning of figurative language, connotative and technical meanings.(DOK 2)

I can analyze the impact of a specific word choice on meaning and tone. | Figurative, connotative (implied meaning beyond the literal definition), technical (written communication in fields with specialized vocabulary) meaning

Word choice

Meaning and tone

Analogies

Allusions | Determine (DOK 2) (define)

Analyze (DOK 3) (make connections to words in context) |

tone, including analogies or allusions to other texts.	(DOK 3) I can analyze how analogies and allusions impact meaning and tone. (DOK 3)		
8.RI.10-By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6â€"8 text complexity band independently and proficiently	I can analyze (compare) how two or more texts communicate different information on the same topic.(DOK 3) (MH) I can identify where texts disagree on matters of fact.(DOK 2) I can identify where texts disagree on matter of interpretation.(DOK 2)		
8.L.1-Demonstrate command of the	**I can identify conventions of standard English	Conventions of standard English grammar when writing	Demonstrate (DOK 2) (use)

conventions of standard English grammar and usage when writing or speaking.	grammar and usage. (DOK 1) I can demonstrate command of conventions of standard English grammar and usage when writing. (DOK 2) I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2)	Conventions of standard English usage when writing Conventions of standard English grammar when speaking Conventions of standard English usage when speaking	
8.L.4-Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of	I can determine the meaning of unknown words based on grade 8 reading and content by using a range of strategies. (DOK 2) I can determine the meaning of unknown phrases based on grade 8 reading and content	Unknown words Unknown phrases Multiple meaning words Multiple meaning phrases Strategies	Determine (DOK 2) (define) Clarify (DOK 2) Choose flexibly (DOK 2)

strategies.

by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning words based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown words based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 8

reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning words based on grade 8 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning phrases based on grade 8 reading and content by using a range of strategies. (DOK 2)

| 8.L.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **I can identify when to use a capital letter according to the conventions of standard English. (DOK 1)

 I can demonstrate command of the | Conventions of standard English capitalization when writing.

 Conventions of standard English punctuation when writing.

 Conventions of standard English spelling when writing. | Demonstrate command (DOK 2) |

conventions of standard English capitalization when writing. (DOK 2)

**I can identify when to use punctuation according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard English punctuation when writing. (DOK 2)

**I can identify spelling rules according to the conventions of standard English. (DOK 1)

I can demonstrate command of the conventions of standard English

	spelling when writing. (DOK 2)		
8.L.2c-Spell correctly.	I can spell correctly. (DOK 1)	(Words)	Spell (DOK 1)
8.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.	** I can identify language and its conventions. (DOK 1) I can use knowledge of language and its conventions when writing. (DOK 2) I can use knowledge of language and its conventions when speaking. (DOK 2) I can use knowledge of language and its conventions when reading. (DOK 2) I can use knowledge of language and its conventions when listening. (DOK 2)	Knowledge of language and its conventions when listening Knowledge of language and its conventions when writing Knowledge of language and its conventions when speaking Knowledge of language and its conventions when reading	Use (DOK 2) (apply)
8.L.4a-Use	**I can list	Context	Use (DOK 2)

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.	strategies to identify the definition of unknown words and phrases. (DOK 1) **I can identify unknown words and phrases. (DOK 1) I can use the context of the overall meaning of a sentence as a clue to determine the meaning of a word or phrase. (DOK 2) I can use the context of the overall meaning of a sentence as a clue to clarify the meaning of a word or phrase. (DOK 2) I can use the context of the overall meaning of a paragraph as a clue to determine the meaning of a word or phrase. (DOK 2) I can use the context	Meaning Word Phrase	(apply)

of the overall meaning of a paragraph as a clue to clarify the meaning of a word or phrase. (DOK 2)

I can use the context of a word's position as a clue to determine the meaning of a word or phrase. (DOK 2)

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 acquire grade-appropriate general academic words and phrases. (DOK 1) I can use grade-appropriate general academic words and phrases. (DOK 2) I can acquire grade-appropriate domain-specific words and phrases. (DOK 1) I can use grade-appropriate domain-specific words and	General academic words Domain-specific words Domain-specific phrases Vocabulary Knowledge Comprehension Expression	Acquire (DOK 1) (accumulate) Use (DOK 2) (speak, write) Gather (DOK 3) (synthesize)

phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a word important to expression. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to expression. (DOK 3)

WRITING - ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources
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 1â€"3 above.)	**I can brainstorm ideas appropriate to task and purpose. (DOK 1) **I can connect ideas appropriate to task and purpose in a first draft. (DOK 2) I can produce clear and coherent writing in which the development is appropriate to task and purpose. (DOK 3) **I can begin to brainstorm ways to develop a topic appropriate to audience. (DOK 1) **I can develop a first draft that is appropriate to audience. (DOK 2) I can produce clear and coherent writing		Writing, development, organization, style, task, purpose, audience	Produce (DOK 3)			

in which the development is appropriate to audience. (DOK 3)

**I can list ideas or words appropriate to task and purpose. (DOK 1)
**I can use a graphic organizer appropriate to task and purpose. (DOK 2)
**I can use the information from the graphic organizer to organize and write a first draft that is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to task and purpose. (DOK 3)

**I can list ideas or words appropriate to

audience. (DOK 1)
**I can organize and write a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to audience. (DOK 3)

**I can identify a variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to task and purpose. (DOK 3)

**I can brainstorm a variety of styles appropriate to audience. (DOK 1)

**I can develop a first draft in which the style is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to audience. (DOK 3)

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	I can develop and strengthen writing with some guidance and support from peers and adults by: - planning (DOK 2) - revising (DOK 3) - editing (DOK 3) - rewriting (DOK 3) - trying a new approach (DOK 2) **I can identify purpose. (DOK 1) **I can write with purpose. (DOK 2)	Support from peers, support from adults, writing, new approaches, purpose, audience	Develop (DOK 2) Strengthen (DOK 3) Planning (DOK 2) Revising (DOK 3) Editing (DOK 3) Rewriting (DOK 3) Focus (self-assess) (DOK

command of Language standards 1â€"3 up to and including grade 8 on page 52.)	I can focus on how well purpose has been addressed. (DOK 3) **I can identify audience. (DOK 1) **I can write with an audience in mind. (DOK 2) I can focus on how well audience has been addressed. (DOK 3)		3)
8.W.6-Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	I can use technology to produce writing. (DOK 1) I can use technology to publish writing.(DOK 1) I can use the internet to produce writing.(DOK 1) I can use the internet to publish writing.(DOK 1) I can use technology to present the relationships	Technology, internet, writing, relationships between information, relationships between ideas	Use Produce Present Interact Collaborate

	between relationships and ideas efficiently.(DOK 3) I can use the internet to present the relationships between relationships and ideas efficiently.(DOK 3) I can use technology to interact with others.(DOK 2) I can use technology to collaborate.(DOK 2) I can use the internet to interact with others.(DOK 2) I can use the internet to collaborate.(DOK 2)		
8.W.7-Conduct short research projects to answer a question (including a self-generated question), drawing on	**I can identify the steps to answer to answer a research question. (DOK 1) **I can outline and summarize a response to answer a research question. (DOK 2)	Research project, question, self-generated question, sources, avenues of exploration	Conduct to answer (DOK 4) Draw on (DOK 4) Generate

several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

I can conduct a short research project to answer a question. (DOK 3)
I can generate a question to conduct a short research project. (DOK 4)

**I can identify possible sources. (DOK 1)
**I can identify appropriate sources related to the question. (DOK 2)
**I can take notes, outline and/or summarize information related to the question from the sources. (DOK 2)
I can draw on several sources. (DOK 3)

**I can define what makes a good research worthy question (DOK 1)
**I can draft research worthy

(DOK 4)

questions. (DOK 2)
**I can generate additional related, focused questions for further research and investigation. (DOK 3)
I can generate additional related, focused questions that allow for multiple avenues of exploration. (DOK 4)

| 8.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. | **I can define evidence. (DOK 1) **I can determine what evidence from a literary or informational text supports my analysis. (DOK 2) I can draw evidence from literary or informational texts to support analysis. (DOK 3) | Evidence, literary texts, informational texts, analysis, reflection, research | Draw to support (DOK 3) |
| | **I can define evidence. (DOK 1) **I can determine | | |

what evidence from a literary or informational text supports my reflection. (DOK 2) I can draw evidence from literary or informational texts to support reflection. (DOK 3)

**I can define evidence. (DOK 1) **I can determine what evidence from a literary or informational text supports my research. (DOK 2) I can draw evidence from literary or informational texts to support research. (DOK 3)

8.W.9b-Apply grade 8 Reading standards to literary nonfiction (e.g., â€œDelineate and evaluate the	I can apply grade 8 reading standards to literary nonfiction.(DOK 3)	Reading standards, literary nonfiction	Apply (DOK 3)

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 introducedâ€).

Standards	Enduring	Assessment Content	Skills	Examples Lessons Resources
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 routinely over extended time frames for a discipline-specific tasks, purposes, and audiences.(DOK 4) I can write routinely over shorter time frames for a discipline-specific tasks, purposes, and audiences.(DOK 3)	time frames, discipline-specific tasks, purposes, Write audiences		

How do we know when an author's claim is valid and well defended? ~ TRIMESTER THREE- ASSESSED IN JUNE

	Understandings (Learning Targets)		
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 the central idea in a text. (DOK 1) I can analyze the development of the central idea over the course of the text. (DOK 2) I can analyze the relationship between the central idea and the supporting ideas. I can provide an objective summary of the text. (DOK 2)	Central idea (main idea) Development of central idea Relationship to supporting ideas Objective summary	Determine (DOK 1) (find) Analyze (DOK 2) (examine and support) Provide (communicate) (DOK 2)
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	**I can define author's point of view. (DOK 1) **I can define author's purpose. (DOK 1) I can determine the author's point of	Author's point of view (perspective) Author's purpose (reason for writing the text) Conflicting evidence or viewpoints	Determine (DOK 2) (recognize) Analyze (DOK 3)

evidence or viewpoints.	view or purpose in a text.(DOK 2) **I can determine conflicting evidence or viewpoints in a text. (DOK 2) I can analyze how the author recognizes and responds to conflicting evidence or viewpoints. (DOK 3)		
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 delineate an argument in a text.(DOK 1) I can delineate specific claims in a text.(DOK1) I can evaluate an argument in a text.(DOK 2) I can evaluate specific claims in a text.(DOK 2)	Argument (position) Claim (perceived result) Reasoning (logical thought) Evidence (proof), claim	Delineate (DOK 1) (locate specific claims) Evaluate (DOK 2) (determine importance) Assessing (DOK 3) (supported judgement) Recognize

| | I can assess whether or not the reasoning is valid and if the reasoning is relevant, pertinent, and sufficient enough to support the case.(DOK 3)

I can recognize when unrelated facts are included.(DOK 2) | | (DOK 2) |
| --- | --- | --- | --- |
| 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 (compare) how two or more texts communicate different information on the same topic.(DOK 3) (MH)

I can identify where texts disagree on matters of fact.(DOK 2)

I can identify where texts disagree on matter of interpretation.(DOK | Conflicting information

Topic

Fact

Interpretation | Analyze (DOK 3) (compare and contrast)

Identify fact (DOK 2) (decide)

Identify interpretation (DOK 2) (decide) |

2)

Speaking and Listening ~ TRIMESTER THREE- ASSESSED IN JUNE

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples Lessons Resources
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 delineate a speaker's argument.(DOK 2) I can delineate a speaker's specific claims.(DOK 3) I can evaluate the soundness of the reasoning.(DOK 3) I can evaluate the relevance and sufficiency of the evidence. (DOK 3) I can identify when irrelevant evidence is introduced.(DOK 2)		Argument Claim Reasons Evidence Irrelevant evidence	Delineate (DOK 2) (identify) Evaluate (DOK 3) (judge) Identify (DOK 2) (determine)	
8.SL.4-Present claims and	I can present claims and findings.(DOK		Claims	Present (DOK 3) (reason,	

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources
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.	3) I can emphasize salient points in a focused, coherent manner with relevant evidence. (DOK 3) I can use appropriate eye contact.(DOK 2) I can use adequate volume.(DOK 2) I can use clear pronunciation.(DOK 2)		Findings Salient points Relevant evidence Valid reasoning Details Eye contact Volume Pronunciation	plan, communicate) Emphasize (DOK 3) Use (DOK 2)			

Language ~ TRIMESTER THREE - ASSESSED IN JUNE

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources
8.L.1a-Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	I can explain the function of verbals in general. (DOK 1) I can explain the function of verbals in particular sentences. (DOK 2)		Verbals	Explain (DOK 1) (define) Explain (DOK 2) (apply)			

8.L.3a-Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**I can identify verbs. (DOK 1) **I can define active voice. (DOK 1) I can use verbs in the active voice to achieve particular effects. (DOK 2) **I can define passive voice. (DOK 1) I can use verbs in the passive voice to achieve particular effects. (DOK 2) **I can define conditional mood. (DOK 1) I can use verbs in the conditional mood to achieve particular effects. (DOK 2) ** I can define subjunctive mood. (DOK 1) I can use verbs in the subjunctive mood to achieve particular effects.	Verbs in the active voice Verbs in the passive voice Verbs in the conditional mood Verbs subjunctive mood	Use (DOK 2)

(DOK 2)

Writing ~ TRIMESTER THREE- ASSESSED IN JUNE

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples Lessons Resources
8.W.1-Write arguments to support claims with clear reasons and relevant evidence.	**I can list or brainstorm simple ideas about a topic. (DOK 1) **I can draft notes, outlines, or simple summaries to connect ideas. (DOK 2) **I can write arguments to support my claims. (DOK 3) I can write arguments using clear reasons and relevant evidence to support my claims. (DOK 4)		Arguments, claims, reasons, evidence	Write to support (DOK 4)	
8.W.1a-	I can introduce		Claim, reasons, evidence	Introduce	

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	claims.(DOK 2) I can acknowledge alternate claims.(DOK 3) I can acknowledge opposing claims.(DOK 3) I can distinguish alternate claims.(DOK 4) I can distinguish opposing claims.(DOK 4) I can organize reasons logically.(DOK 2) I can organize evidence logically.(DOK 2)		(state) Acknowledge (identify) Distinguish (compare and contrast) Organize (structure)
8.W.1b-Support claim(s) with logical reasoning and relevant evidence, using	I can support claims with logical reasoning.(DOK 3) I can support claims with relevant	Claims, reasoning, evidence, sources, understanding of topic, understanding of text	Support (justify) Use (select) Demonstrate

			(show)
accurate, credible sources and demonstrating an understanding of the topic or text.	evidence.(DOK 3) I can identify accurate and credible sources.(DOK 1) I can select accurate and credible sources.(DOK 2) I can use accurate and credible sources.(DOK 3) I can demonstrate an understanding of a topic.(DOK 2) I can demonstrate an understanding of a text.(DOK 2)		
8.W.1c-Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and	I can use words, phrases and clauses to create cohesion in my writing. (DOK 3) I can use words, phrases and clauses to to clarify	Words, phrases, clauses, cohesion, relationships, claims, reasons, evidence	Use Create (organize) Clarify (make clear)

evidence.	relationships among claims.(DOK 3)		
	I can use words, phrases and clauses to to clarify relationships among counterclaims.(DOK 3)		
	I can use words, phrases and clauses to to clarify relationships among reasons.(DOK 3)		
	I can use words, phrases and clauses to to clarify relationships among evidence.(DOK 3)		
8.W.1d-Establish and maintain a formal style.	I can establish formal style. (DOK 3)	Formal style	Establish
			Maintain
	I can maintain formal style. (DOK 3)		
8.W.1e-Provide	I can provide a	Concluding statement, concluding section,	Include link to

a concluding statement or section that follows from and supports the argument presented.	concluding statement or section.(DOK 2) I can provide a concluding statement or section that follows from the argument presented.(DOK 3) I can provide a concluding statement or section that supports the argument presented.(DOK 3)	argument	screen shot of appropriate section in Appendix A	
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	**I can find multiple print sources. (DOK 1) **I can determine if a print source is relevant. (DOK 2) I can gather relevant information from multiple print sources. (DOK 2) **I can find multiple digital sources. (DOK 1)	Information, print sources, digital sources, search terms, credibility, accuracy, source, data, conclusions (judgement or decision reached by reasoning), plagiarism, citation	Gather (DOK 2) Use (DOK 2) Assess (DOK 3) Quote (DOK 2) Paraphrase (DOK 2)	Click here for qualifiers: http://www.ou soon)

data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**I can determine if a digital source is relevant. (DOK 2)
I can gather relevant information from multiple digital sources. (DOK 2)

**I can define "search terms". (DOK 1)
**I can brainstorm and list possible search terms. (DOK 1)
**I can use search qualifiers. (DOK 2)
I can use search terms effectively. (DOK 2)

**I can define what makes a source credible. (DOK 1)
**I can compare the source to the criteria of a credible source. (DOK 2)
I can assess the credibility of each source. (DOK 3)

**I can define what

Avoid (DOK 1)

Follow (DOK 1)

makes a source accurate. (DOK 1)
I can assess the accuracy of each source. (DOK 2)

**I can define how to quote from a source. (DOK 1)
**I can define how to paraphrase from a source. (DOK 1)
**I can define term data. (DOK 1)
I can quote or paraphrase the data of others. (DOK 2)

**I can define the term conclusion. (DOK 1)
**I can determine when someone is drawing a conclusion. (DOK 2)
I can quote or paraphrase the conclusions of others. (DOK 2)
I can avoid plagiarism by following a standard

format for citation.

(1)