

Eighth Grade Reading and Writing Units of Instruction 2022-2023



| UNIT 1: Foundations of Argumentation | UNIT 2: Informational | UNIT 3: Literary Analysis | UNIT 4: Argumentative |
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| <p>Prioritized Standards for 21-22</p> <p>RL.8.1</p> <ul style="list-style-type: none"> • RL.8.3 • RL.8.6 <p>RI.8.1</p> <ul style="list-style-type: none"> • RI.8.4 • RI.8.6 <p>RI.8.8</p> <p>C.8.1</p> <ul style="list-style-type: none"> • L.8.1 • L.8.2 | <p>Prioritized Standards for 21-22</p> <p>RI.8.2</p> <ul style="list-style-type: none"> • RI.8.3 <p>RI.8.4</p> <ul style="list-style-type: none"> • RI.8.5 <p>RI. 8.9</p> <ul style="list-style-type: none"> • RL.8.9 <p>C.8.2</p> <ul style="list-style-type: none"> • C.8.4 • L.8.4 | <p>Prioritized Standards for 21-22</p> <p>RL.8.1</p> <p>RL.8.2</p> <p>RL.8.4</p> <ul style="list-style-type: none"> • RL.8.5 • RL.8.7 • RL.8.9 • RI.8.10 <p>C.8.2</p> <ul style="list-style-type: none"> • C.8.3 • L.8.2 • L.8.5 | <p>Prioritized Standards for 21-22</p> <p>RI.8.1</p> <p>RI.8.8</p> <ul style="list-style-type: none"> • RI.8.7 <p>RI.8.9</p> <ul style="list-style-type: none"> • RL.8.10 <p>C.8.1</p> <ul style="list-style-type: none"> • C.8.5 • C.8.6 • C.8.7 • L.8.1 • L.8.3 |

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- Does **RL.9** need to be priority based on assessment items for this standard that use poetry as one of the texts to compare across two texts? Data is below proficiency for each grade level in middle grades.
- Does **RL/RI.6** need to be a priority according to district data?
- How are students showing mastery of **RI.7** especially when analyzing charts and graphs? Does this need to be a priority standard?

Grade 8 Reading and Writing



Priority Standards and Instructional Unit 1

8th Grade Reading and Writing Prioritized Standards for 22-23

Unit 1: Foundations of Argumentation

**** This unit is designed to build the foundational skills necessary for students to demonstrate solid argumentation skills when reading, composing, and discussing argumentative text. Compositions in this unit will be shorter (e.g., open-responses, brief essays), as the lengthier, more developed writing piece will be composed in Quarter 4.**

**** Priority standards will be *summatively assessed* throughout Quarter 1. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

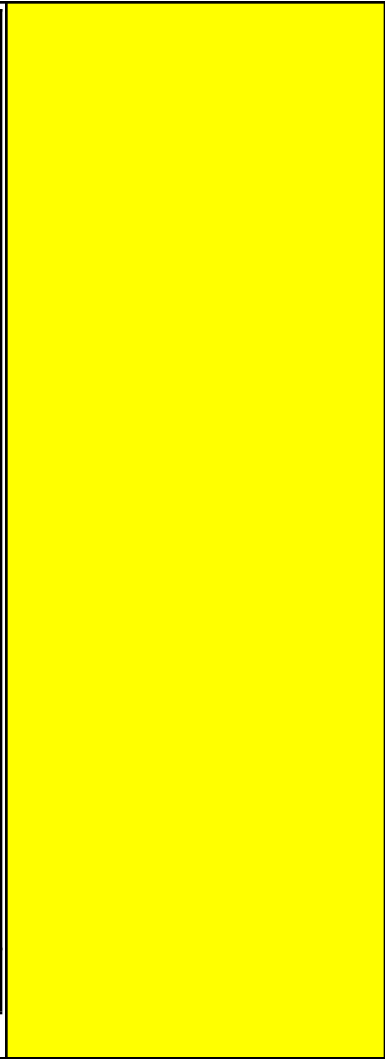
Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

| RL 7.1 | RL.8.1 | RL.9.1 | Priority Standard |
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| Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | CITE RELEVANT TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| RL.7.3 | RL.8.3 | RL.9.3 | Supporting Standard |
| Analyze how particular elements of a story or drama influence one another. | Analyze how <i>particular</i> LINES OF DIALOGUE OR INCIDENTS IN A STORY OR DRAMA propel the | Analyze how complex characters develop over the course of a text, interact with other | |

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| | action, reveal aspects of a character or provoke a decision. . | characters and advance the plot or develop themes. | |
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| RL.5.6 | RL.8.6 | RL.9.6 | Supporting Standard |
| Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. | Analyze characters' and readers' PERSPECTIVES and <i>how the differences create effects</i> , including but not limited to SUSPENSE, HUMOR AND EMPATHY. | Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature. | |
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| RI.7.1 | <u>RI. 8.1</u> | RI.9.1 | Priority Standard |
| Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | CITE RELEVANT TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
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| RI.7.4 | RI.8.4 | RI.9.4 | Supporting Standard |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone. | <i>Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific WORD CHOICES on meaning and TONE.</i> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. | |
| RI.7.6 | RI.8.6 | RI.9.6 | Supporting Standard |
| Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others. | <i>Determine an author's PERSPECTIVE and PURPOSE in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</i> | Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose. | |
| RI 7.8 | RI.8.8 | RI 9.8 | Priority Standard |
| Identify and evaluate the argument and specific claims in a text, assessing | <i>Identify and evaluate the ARGUMENT and specific CLAIMS in a text,</i> | Evaluate the argument, specific claims, and evidence in a text, | |

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| <p>whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</p> | <p>assessing whether the reasoning is sound and the EVIDENCE is relevant and sufficient; <i>recognize when irrelevant evidence is introduced.</i></p> | <p>assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.</p> | <p>Priority Standard</p> |
| <p></p> | <p></p> | <p></p> | |
| <p>C 7.1</p> | <p>C.8.1</p> | <p>C 9.1</p> | <p>Priority Standard</p> |
| <p>Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text U</p> | <p>Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and</p> | <p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. c. Develop claim(s) and counterclaims fairly,</p> | |

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| <p>d. Use transitions to create cohesion and clarify the relationships among claims. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, 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.</p> | <p><i>demonstrating an understanding of the topic or text.</i> d. Use TRANSITIONS to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, 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.</p> | <p>supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Link the major sections of the text cohesively, and clarify the relationships. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |  |
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| L.7.1 | L.8.1 | L.9.1 | Supporting Standard |
| In both written and | <i>In both written and oral</i> | In both written and oral | |

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| <p>oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing</p> | <p>expression: <i>a. Identify VERBALS correctly based on their intended function.</i> <i>b. Demonstrate appropriate use of VERBS IN THE ACTIVE AND PASSIVE VOICE.</i> <i>c. Demonstrate appropriate use of VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITIONAL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts.</i></p> | <p>expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> | |
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| L 7.2 | L.8.2 | L 9.2 | Supporting Standard |
| <p>When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p> | <p>When writing: <i>a. Demonstrate appropriate use of PUNCTUATION TO INDICATE A PAUSE OR BREAK.</i> <i>b. Demonstrate appropriate use of an ELLIPSIS TO INDICATE AN OMISSION.</i> <i>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors</i></p> | <p>When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related ind clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify</p> | |

Grade 8 Reading and Writing



Priority Standards and Instructional Unit 2

8th Grade Reading and Writing Prioritized Standards for 22-23

Unit 2: Informational

**** Priority standards will be *summatively assessed* throughout Quarter 2. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

| MULTIDIMENSIONALITY - <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT | | | |
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| RI.7.2 | RI.8.2 | RI.9.2 | Priority Standard |
| Determine central ideas of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing. | Determine CENTRAL IDEAS of a text, and analyze how they are developed through relationships of <i>key details, citing textual evidence, paraphrasing or summarizing.</i> | Determine central ideas of a text, and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details. | |
| RI.7.3 | RI.8.3 | RI.9.3 | Supporting Standard |
| Analyze the interactions between individuals, events and ideas over the course of a text. | Analyze how an author uses COMPARISONS, ANALOGIES OR CATEGORIES to make <i>connections among and distinctions between ideas over the course of a text.</i> | Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn | |

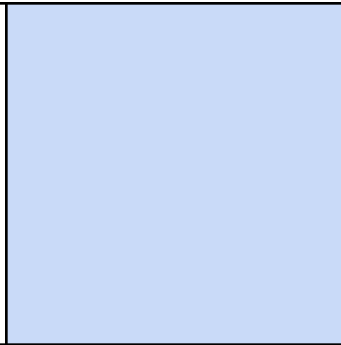
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| | | between them. | |
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| RI.7.4 | RI.8.4 | RI.9.4 | Priority Standard |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone. | <i>Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings;</i> analyze the impact of specific WORD CHOICES on meaning and TONE. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. | |
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| RI.7.5 | RI.8.5 | RI.9.5 | Supporting Standard |
| Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas | Analyze in detail the STRUCTURE OF A SPECIFIC PARAGRAPH in a text, including the role of particular sentences in developing and refining a key concept. | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text. | |
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| RI.7.9 | RI.8.9 | RI 9.9 | Priority Standard |
| Analyze how two or more authors writing about the | Analyze TWO OR MORE | Analyze documents of historical and literary | |

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| <p>same topic present key information by emphasizing different evidence or advancing different interpretations of facts.</p> | <p>TEXTS WITH CONFLICTING INFORMATION ON THE SAME TOPIC, and <i>identify where the texts disagree in fact or interpretation.</i></p> | <p>significance, including how they address related themes and concepts.</p> | <p style="background-color: yellow;"></p> |
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| <p>RL.7.9</p> | <p>RL.8.9</p> | <p>RL.9.9</p> | <p style="background-color: lightblue; text-align: center;">Supporting Standard</p> |
| <p>Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.</p> | <p>Analyze how a MODERN WORK OF FICTION draws on THEMES, PATTERNS OF EVENTS OR CHARACTER TYPES from MYTHS, TRADITIONAL STORIES OR RELIGIOUS WORKS, including <i>describing how the material is rendered new.</i></p> | <p>Analyze how an author draws on and transforms source material in a specific work.</p> | |
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| <p>C.7.2</p> | <p>C.8.2</p> | <p>C.9.2</p> | <p style="background-color: yellow; text-align: center;">Priority Standard</p> |
| <p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and</p> | <p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <p>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of</p> | |

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| <p>coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. <i>Introduce a topic clearly; organize ideas, concepts, and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension</i></p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. <i>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p>e. <i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance,</p> | <p>content.</p> <p>a. Produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with well chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective</p> |  |
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| <p>h. With some guidance, 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.</p> | <p>develop and strengthen writing as needed by planning, revising, <i>editing</i>, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | <p style="background-color: yellow; text-align: center;">Supporting Standard</p> |
| <p style="text-align: center;">C.7.4</p> | <p style="text-align: center;">C.8.4</p> | <p style="text-align: center;">C.9.4</p> | |
| <p>Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.</p> | <p><i>Use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others; <i>cite sources using MLA or APA format.</i></p> | <p>Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p> | <p style="background-color: lightblue; text-align: center;">Supporting Standard</p> |
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| L.7.4 | L.8.4 | L.9.4 | Supporting Standard |
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| <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</p> <p>a. 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.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. 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</p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</p> <p>a. 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.</p> <p>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or</p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking and listening in order to be</p> | |

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| expression. | phrase important to comprehension or expression. | transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |
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Grade 8 Reading and Writing



Priority Standards and Instructional Unit 3

8th Grade Reading and Writing Prioritized Standards for 22-23

Unit 3: Narrative

**** Priority standards will be *summatively assessed* throughout Quarter 3. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

| MULTIDIMENSIONALITY - <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT | | | |
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| RL 7.1 | <u>RL.8.1</u> | RL..1 | Priority Standard |
| Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | CITE RELEVANT TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text | Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| RL.7.2 | RL.8.2 | RL.9.2 | Priority Standard |
| Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing. | Determine THEMES of a text, and analyze how they are developed through relationships of characters, setting and plot, <i>citing textual evidence, paraphrasing or summarizing.</i> | Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. | |
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| RL.7.4 | RL.8.4 | RL.9.4 | Priority Standard |
| Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage. | <i>Determine the meaning of words and phrases</i> as they are used in a text, including figurative and connotative meanings; analyze the impact of specific WORD CHOICES on meaning and TONE , including but not limited to ANALOGIES or ALLUSIONS to other texts. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. | |
| | | | Supporting Standard |
| RL.7.5 | RL.8.5 | RL.9.5 | |
| Analyze how the form or structure of a drama, poem or prose text contributes to its meaning. | Compare/contrast the structure of two or more texts and analyze how the differing STRUCTURE OF EACH TEXT contributes to its meaning and style. | Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise. | |

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| RL.6.7 | RL.8.7 | RL.9.7 | Supporting Standard |
| Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium. | Analyze the extent to which a FILMED/LIVE PRODUCTION OF A STORY OR DRAMA stays faithful to or departs from the text or script, evaluating choices made by the director or actors. | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. | |
| RL.7.9 | RL.8.9 | RL.9.9 | Supporting Standard |
| Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. | Analyze how a MODERN WORK OF FICTION draws on THEMES, PATTERNS OF EVENTS OR CHARACTER TYPES from MYTHS, TRADITIONAL STORIES OR RELIGIOUS WORKS, including describing how the material is rendered new. | Analyze how an author draws on and transforms source material in a specific work. | |
| RI.7.10 | RI.8.10 | RI.9.10 | Supporting Standard |
| By the end of the year, flexibly use a variety of | By the end of the year, flexibly use a variety of | By the end of the year, flexibly use a variety of | |

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| <p>comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex informational texts independently.</p> | <p>comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p> | <p>comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> | <p style="text-align: center;">Priority Standard</p> |
| <p style="text-align: center;">C.7.2</p> | <p style="text-align: center;">C.8.2</p> | <p style="text-align: center;">C.9.2</p> | |
| <p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition,</p> | <p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. <i>Introduce a topic clearly; organize ideas, concepts, and information, using</i></p> | <p>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic; organize complex ideas, concepts and information to make important</p> | <p style="text-align: center;">Priority Standard</p> |

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| <p>classification, comparison/contrast and effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, 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.</p> | <p>strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><i>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose</p> | <p>connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with well chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |  |
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| | | h. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
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| C.7.3 | C.8.3 | C.9.3 | Supporting Standard |
| <p>Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage 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.</p> <p>c. Use narrative techniques,</p> | <p>Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth</p> | <p>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression</p> | |

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| <p>such as dialogue, pacing and description, to develop experiences, events and/or characters.</p> <p>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>progression of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</p> <p>d. <i>Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</i></p> <p>e. <i>Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</i></p> <p>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>of experiences or events.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> | |
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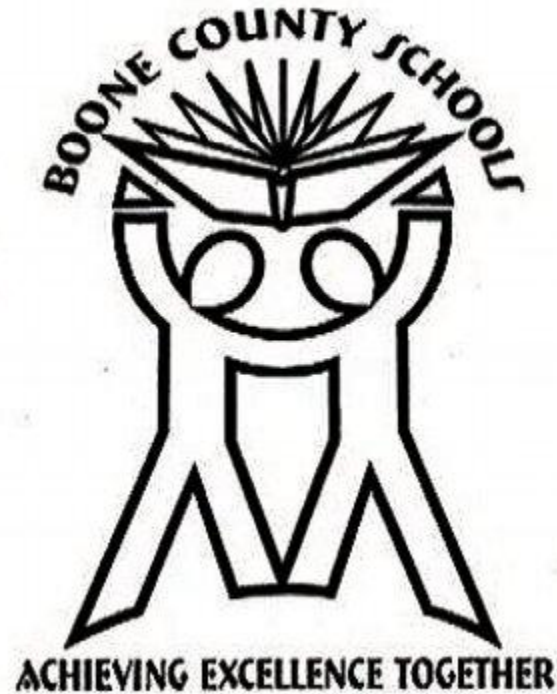
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| | | | Supporting Standard Revised for 2022-23 |
| L 7.2 | L.8.2 | L 9.2 | |
| When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. | When writing: <i>a. Demonstrate appropriate use of PUNCTUATION TO INDICATE A PAUSE OR BREAK.</i> <i>b. Demonstrate appropriate use of an ELLIPSIS TO INDICATE AN OMISSION.</i> <i>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors</i> | When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related ind clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify | |
| | | | Supporting Standard |
| L.7.5 | L.8.5 | L.9.5 | |
| Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to IRONY, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations. | |

similar denotations.

**CONNOTATIONS of words
with similar DENOTATIONS.**



Grade 8 Reading and Writing



Priority Standards and
Instructional Unit 4

8th Grade Reading and Writing Prioritized Standards for 22-23

Unit 4: Argumentative

**** Priority standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

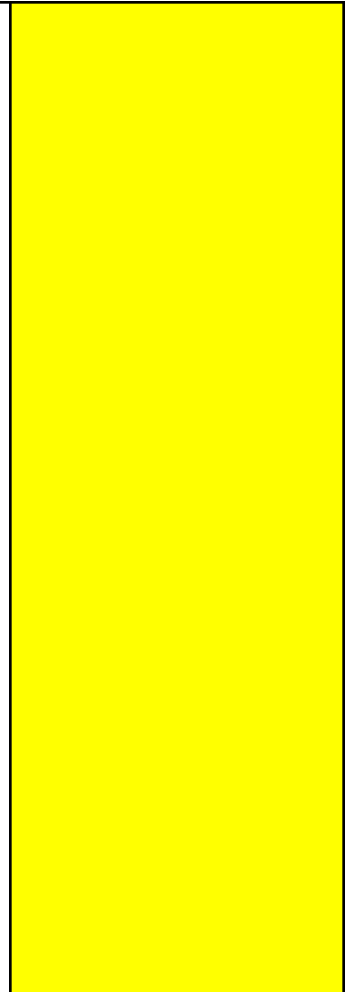
MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

| RI.7.1 | RI. 8.1 | RI.9.1 | <u>Priority Standard</u> |
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| Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing. | CITE RELEVANT TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text | Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. | |
| RI.7.7 | RI.8.7 | RI.9.7 | Supporting Standard |
| Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience. | Evaluate the advantages and disadvantages of using PRINT AND NON-PRINT FORMATS for presenting particular <i>topics or ideas.</i> | Analyze various accounts of a subject presented in different print and nonprint formats, determining which details are emphasized in each account. | |
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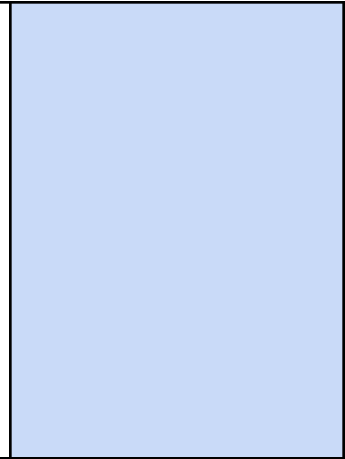
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| RI 7.8 | RI.8.8 | RI 9.8 | Priority Standard |
| Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims | <i>Identify</i> and evaluate the ARGUMENT and specific CLAIMS in a text, assessing whether the reasoning is sound and the EVIDENCE is relevant and sufficient ; <i>recognize when irrelevant evidence is introduced.</i> | Evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning. | |
| RI.7.9 | RI.8.9 | RI.9.9 | Priority Standard |
| Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts. | Analyze TWO OR MORE TEXTS WITH CONFLICTING INFORMATION ON THE SAME TOPIC , and <i>identify where the texts disagree in fact or interpretation.</i> | Analyze documents of historical and literary significance, including how they address related themes and concepts. | |
| RL 7.10 | RL.8.10 | RL 9.10 | Supporting Standard |
| By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, | By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing,</i> | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, | |

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| <p>inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex informational texts independently.</p> | <p><i>inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze</i> GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p> | <p>inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> | <p style="background-color: #d9e1f2;"></p> |
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| <p style="text-align: center;">C.7.1</p> | <p style="text-align: center;">C.8.1</p> | <p style="text-align: center;">C 9.1</p> | |
| <p>Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources</p> | <p>Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style <i>are appropriate to task, purpose and audience.</i> b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using</p> | <p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims,</p> | <p style="text-align: center; color: red; font-weight: bold;"><u>Priority Standard</u></p> |

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| <p>and demonstrating an understanding of the topic or text U</p> <p>d. Use transitions to create cohesion and clarify the relationships among claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, 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.</p> | <p>accurate, credible sources and <i>demonstrating an understanding of the topic or text.</i></p> <p>d. Use TRANSITIONS to <i>create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</i></p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, 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.</p> | <p>reasons and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>d. Link the major sections of the text cohesively, and clarify the relationships.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |  |
| <p>C.7.5</p> | <p>C.8.5</p> | <p>C.9.5</p> | |
| <p>Conduct short research projects to answer a question, drawing on several</p> | <p>Conduct short RESEARCH projects to answer a question (including a</p> | <p>Conduct short as well as more sustained research projects to answer a</p> | <p>Supporting Standard</p> |

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| sources and generating additional related, focused questions for further research and investigation | self-generated question), <i>drawing on several sources</i> and generating new avenues for inquiry | question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
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| C.7.6 | C.8.6 | C.9.6 | Supporting Standard |
| Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. | <i>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, QUOTE OR PARAPHRASE THE DATA AND CONCLUSIONS OF OTHERS, while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</i> | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| | | | Supporting Standard |
| C.7.7 | C.8.7 | C.9.7 | |
| Compose routinely over | Compose routinely over | Compose routinely over | |

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| <p>extended time frames and shorter time frames for a variety of tasks, purposes and audiences</p> | <p>extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i></p> | <p>extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> | |
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| <p>L.7.1</p> | <p>L.8.1</p> | <p>L.9.1</p> | <p>Supporting Standard Revised for 2022-23</p> |
| <p>In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing</p> | <p><i>In both written and oral expression:</i> <i>a. Identify VERBALS correctly based on their intended function.</i> <i>b. Demonstrate appropriate use of VERBS IN THE ACTIVE AND PASSIVE VOICE.</i> <i>c. Demonstrate appropriate use of VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITIONAL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts.</i></p> | <p>In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> | |
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| <p>L.7.3</p> | <p>L.8.3</p> | <p>L.9.3</p> | <p>Supporting Standard</p> |
| <p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that</p> | <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for</p> | |

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| <p>expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> | <p>a. 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).</p> | <p>meaning or style and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> |  |
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