

## Reading Literature (RL)

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
<b>CCSS</b>	<b>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.</b> R.CM.08.02	<b>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.</b> R.WS.08.01		<b>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.</b> R.WS.08.06 R.MT.08.02 R.AT.08.01
<b>Learning Target</b>	I can locate evidence in the text that supports direct statements.  I can locate evidence in the text that supports suggested ideas.	I can determine the meanings of unfamiliar words in what I read.		I can read and understand multiple genres.
<b>Power Standard</b>		R.WS.08.02 R.WS.08.07		R.MT.08.01
<b>CCSS</b>	<b>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</b>	<b>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.</b>		
<b>Learning Target</b>	I can identify themes or central ideas of a text.	I can recognize different points of view and understand their literary effects.		
<b>Power Standard</b>		R.NT.08.02 R.CM.08.01		

## Reading Informational Text (RI)

Marking Period Four	Key Ideas/Details	Craft/ Structure	Integration of Knowledge and Ideas	Range of Reading/ Level of Text Complexity
CCSS			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.	<b>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</b> R.WS.08.06 R.AT.08.01 R.MT.08.02
Learning Target			I can choose the best type of presentation to use to present a particular topic or idea.	I can read and understand nonfiction texts.
Power Standard				R.MT.08.01 R.CS.08.01
CCSS			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.	
Learning Target			I can identify conflicting information between two texts.	
Power Standard				

## Writing (W)

Marking Period Four:	Text Type/Purpose	Production/Distribution	Research to Build/ Present Knowledge	Range of Writing
CCSS	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 8 Reading standards to literature (e.g., "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.").</p> <p><b>b.</b> Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<p><b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b></p>		<p><b>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.</b></p>
Learning Targets	I can critically analyze literary or informational text.	I can organize my writing for different purposes.		I can write when given different amounts of time.
Power Standards	<b>R.CS.8.01</b>	W.PR.08.02 - 05		

## Language (L)

Marking Period Four	Vocabulary Acquisition and Usage	Knowledge of Language	Conventions of Standard English
CCSS	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.)		
Learning Targets	I can understand and use 8 <sup>th</sup> grade level vocabulary.		
Power Standards			

## Speaking/Listening (SL)

Marking Period Four	Presentation of Knowledge and Ideas	Comprehension/Collaboration
CCSS	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.) S.CN.08.03	
Learning Targets	I can speak appropriately for a variety of tasks.	
Power Standards	S.CN.08.01	