



Standards	Eligible Content	Know	Understand	Do
CC.1.3.8.A 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	E08.A-K.1.1.2 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.	theme, central idea, characters, setting, plot, objective summary	Character actions and setting help drive the plot of a story and contribute to the development of the theme and central idea. An objective summary retells the events without opinion.	Students will be able to identify a theme and central idea in texts. Students will analyze the relationship between central ideas and characters, setting, and plot. Students will trace plot examples and summarize texts. Students will write an objective summary.
CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	textual evidence, explicit analysis, inference, conclusion, generalization	Evidence from a text can be used to support a variety of ideas both concrete and abstract.	Students will be able to answer text related written or verbal prompts using relevant evidence to support their conclusion.
CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	dialogue, plot events, plot elements, characterization, character motivation	A variety of factors contribute to the development of story plot including events, dialogue, and character actions.	Students will be able to identify the elements of plot and how the elements contribute to its development, such as dialogue and character traits.
CC.1.3.8.D 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.	E08.A-C.2.1.1 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.	point of view (types), mood, irony types, suspense, humor	The relationship between the narrator and the reader help to create suspense, humor, etc.	Students will identify how the differences between the narrator and the reader help to create effects such as humor, suspense, irony, etc. in a text.
CC.1.3.8.E 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.	E08.A-C.2.1.2 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.	compare/contrast text structure, meaning, style	Different texts have different structures that affect their meaning and style.	Students will read and analyze two texts paying close attention to the text structure in order to identify how the varying structures contribute to the overall meaning.
CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.	E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	word/phrase meaning, figurative meaning, connotative meaning, tone, analogies, allusions	Language impacts the meaning and tone of a text.	Students will identify figurative, connotative and other types of language in a text in order to analyze how they shape meaning and tone.
CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.	E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	modern text, myth, traditional stories, theme, plot event patterns, character types	Stories often contain common patterns to convey ideas, which transcend time and culture.	Students will analyze modern works of fiction looking for familiar themes, patterns of events and character types often present in traditional works, and will identify how the text has been altered for modern concept.
CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.	E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	figurative language, word relationships, nuances, figures of speech, word relationships, connotations, denotations	Words with similar denotations have can have different connotations. Writers use different figures of speech for different effect. Words can be used to decode the meaning of other words. Figurative language impacts meaning and tone.	Students will use a variety of strategies to interpret and understand language.
CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	unknown vocabulary/phrases, multiple-meaning vocabulary/phrases, context clues, Greek/Latin affixes and roots	The English language uses words and word parts that have multiple meanings and context informs effective interpretation of words and phrases.	Students will use a variety of strategies to determine the meaning of unknown words including becoming familiar with Greek and Latin roots and affixes.
CC.1.3.8.J 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.	E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	figurative language, word relationships, nuances, figures of speech, word relationships, connotations, denotations, unknown vocabulary/phrases, multiple-meaning vocabulary/phrases, context clues, Greek/Latin affixes and suffixes	Language is abstract and its interpretation depends on cultural context and unique rhetorical situations.	Students will be able to identify and interpret language based on the context within which it is used.
CC.1.2.8.A 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.	E08.B-K.1.1.2 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.	central idea, supporting ideas, objective summary	Authors use a variety of underlying ideas to support the main idea of a text.	Students will be able to identify the central and supporting ideas of a text, and write an objective summary of the same.
CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	textual evidence, explicit analysis, inference, conclusion, generalization	Text evidence can be used to support a variety of ideas both concrete and abstract.	Students will be able to identify and use appropriate text evidence to support their responses to a prompt which asks for conclusions, generalizations and/or inferences.



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CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	text connections, background knowledge, compare/contrast, analogies, categories	Authors use a variety of text structures to create connections between concepts.	Students will be able to identify and employ the various text structures used by authors to create connections between concepts.
CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	author's viewpoint, author's purpose, conflicting evidence, conflicting viewpoints	Authors use contrary opinions and and/or evidence to address their own point of view.	Students will identify the authors contrary opinions and be able to form their own view point.
CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.	E08.B-C.2.1.2 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.	paragraph structure, sentence style, central idea, supporting details	Authors structure texts intentionally to assist in developing a concept.	Students will comprehend the text structure of a paragraph and identify the information that relates to the key concepts of the text.
CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.	E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	word/phrase meaning, figurative meaning, connotative meaning, technical meaning, tone, analogies, allusions	An author's word choice impacts the meaning and tone of a text.	Students will analyze important vocabulary in a text.
CC.1.2.8.H Evaluate an author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.	E08.B-C.3.1.1 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.	tracing an argument, evaluating an argument, claim, reasoning, relevancy, sufficient evidence	Authors use a variety of elements including relevant evidence to develop an argument.	Students will analyze an argumentative essay and examine the evidence to determine its relevance to the claim.
CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	E08.B-C.3.1.2 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.	conflicting information, analysis of multiple texts, fact, interpretation	Information can be interpreted in multiple ways.	Students will analyze information on the same topic from different texts. They will identify the similarities and differences between them looking for ways in which they agree or disagree.
CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.	E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	figurative language, word relationships, nuances, figures of speech, connotations, denotations	Authors employ a variety of elements of language to help convey meaning and tone.	Students will identify the elements of language within a text to determine their impact on meaning and tone.
CC.1.2.8.J 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.	E08.B-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.	unknown vocabulary/phrases, multiple-meaning vocabulary/phrases, context clues, Greek/Latin affixes and roots, technical words/phrases	Authors use specific words and word parts for specific context.	Students will determine the meaning of multiple-meaning words/phrases, by reviewing the words around it or its Greek or Latin affixes/roots to use as clues to its meaning.
CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	E08.B-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	unknown vocabulary/phrases, multiple-meaning vocabulary/phrases, context clues, Greek/Latin affixes and roots, technical words/phrases, figurative language, word relationships, nuances, figures of speech, connotations, denotations	Authors use specific vocabulary for a specific context.	The students will understand the meaning of unknown or multiple meaning words by using one of the following strategies: The use of context clues to provide meaning to the unknown words; the use of understanding of Greek/Latin affixes and roots to provide meaning to the unknown words; understand figurative language; understand word denotations and connotations.



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<p>CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood. E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person. E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>verbals, gerunds, participles, infinitives, active verb voice, passive verb voice, verb moods, indicative mood, interrogative mood, subjunctive mood, conditional mood, imperative mood, shift in verb voice, shift in verb mood, phrase types, clause types, misplaced modifier, dangling modifier, shift in pronoun number, shift in pronoun person, vague pronoun usage, shift in verb tense, complete sentences, fragments, run-ons, proper usage of frequently confused words, subject/verb agreement, pronoun/antecedent agreement</p>	<p>Students will understand the various rules governing the English language.</p>	<p>The students will understand verbals, gerunds, infinitives, verbs (active and passive voice), indicative, imperative, and interrogative, conditional and subjunctive mood. The students will also correct misplaced dangle modifiers, recognize and correct vague pronouns, and inappropriate verb tenses. The students will identify inappropriate fragments and run-on sentences, and correctly use commonly confused words.</p>
<p>CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood. E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person. E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>verbals, gerunds, participles, infinitives, active verb voice, passive verb voice, verb moods, indicative mood, interrogative mood, subjunctive mood, conditional mood, imperative mood, shift in verb voice, shift in verb mood, phrase types, clause types, misplaced modifier, dangling modifier, shift in pronoun number, shift in pronoun person, vague pronoun usage, shift in verb tense, complete sentences, fragments, run-ons, proper usage of frequently confused words, subject/verb agreement, pronoun/antecedent agreement</p>	<p>Various rules govern the English language.</p>	<p>Students will understand verbals, gerunds, infinitives, verbs (active and passive voice), indicative, imperative, and interrogative, conditional and subjunctive mood. The students will also correct misplaced dangling modifiers, recognize and correct vague pronouns, and inappropriate verb tenses. Students will identify inappropriate fragments and run-on sentences, and correctly use commonly confused words.</p>
<p>CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood. E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person. E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>verbals, gerunds, participles, infinitives, active verb voice, passive verb voice, verb moods, indicative mood, interrogative mood, subjunctive mood, conditional mood, imperative mood, shift in verb voice, shift in verb mood, phrase types, clause types, misplaced modifier, dangling modifier, shift in pronoun number, shift in pronoun person, vague pronoun usage, shift in verb tense, complete sentences, fragments, run-ons, proper usage of frequently confused words, subject/verb agreement, pronoun/antecedent agreement</p>	<p>Various rules govern the English language.</p>	<p>The students will understand verbals, gerunds, infinitives, verbs (active and passive voice), indicative, imperative, and interrogative, conditional and subjunctive mood. The students will also correct misplaced dangle modifiers, recognize and correct vague pronouns, and inappropriate verb tenses. The students will identify inappropriate fragments and run-on sentences, and correctly use commonly confused words.</p>



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CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.2.2 Use an ellipsis to indicate an omission. E08.D.1.2.3 Spell correctly. E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements E08.D.1.2.5 Use punctuation to separate items in a series.	punctuation for pause and break in thought (comma, ellipsis, dash), ellipsis for omission, spelling, punctuation for nonrestrictive/parenthetical elements (comma, parentheses, dash), punctuation for items in a series	The function of punctuation provides additional information in sentences such as to indicate pauses, omissions, and additional parenthetical information.	Students will understand and use punctuation appropriately.
CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.2.2 Use an ellipsis to indicate an omission. E08.D.1.2.3 Spell correctly. E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. E08.D.1.2.5 Use punctuation to separate items in a series.	punctuation for pause and break in thought (comma, ellipsis, dash), ellipsis for omission, spelling, punctuation for nonrestrictive/parenthetical elements (comma, parentheses, dash), punctuation for items in a series	The function of punctuation provides additional information in sentences such as to indicate pauses, omissions, and additional parenthetical information.	Students will have a clear understanding of writing mechanics. These include accurate spelling, the correct use of punctuation, pronoun/person usage, verb tense, identifying sentence fragments and run-ons. Students will also identify verb voice and dangling modifiers.
CC.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.2.2 Use an ellipsis to indicate an omission. E08.D.1.2.3 Spell correctly. E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. E08.D.1.2.5 Use punctuation to separate items in a series.	punctuation for pause and break in thought (comma, ellipsis, dash), ellipsis for omission, spelling, punctuation for nonrestrictive/parenthetical elements (comma, parentheses, dash), punctuation for items in a series	The function of punctuation provides additional information in sentences such as to indicate pauses, omissions, and additional parenthetical information.	Students will understand and use punctuation appropriately.
CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.	E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style. E08.D.2.1.4 Maintain consistency in style and tone.	sentence pattern variation, style, tone, consistency	Different styles of writing require composition techniques and strategies.	Students will write in different writing styles driven by text type. They will employ the techniques/strategies required for each style.
CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.	E08.D.2.1.6 Choose words and phrases for effect. E08.D.2.1.5 Choose punctuation for effect.	words, phrases, punctuation for effect	Different styles of writing require the use of a variety of punctuation, words, and phrases for specific effects.	Students will employ punctuation and writing effects in relation to the type of essay that they are writing.
CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language.	E08.D.2.1.1 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). E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	active voice, passive voice, conditional mood, subjunctive mood, voice and mood for effect, precise language, concise language, eliminating wordiness and redundancy	Language can be used to achieve a variety of effects.	Students will use an array of language techniques in their writing to achieve a variety of effects.
CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	N/A	Informative and explanatory texts have specific features (such as tables of contents, headings, graphs, visual aids, and glossaries).	Authors write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.	Students will create an informational or expository writing, which incorporates the essential elements of this text type to convey information and ideas about a topic.
CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text (s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	introducing topic in writing, audience, opinion/claim statement, organization and structure in writing, writer's/author's purpose, analysis, relevant evidence, transitions, cohesion in writing, domain-specific vocabulary, formal writing style, conclusion writing	Authors introduce their topic clearly by previewing upcoming information.	Students will practice identifying and choosing topics in their writing pieces and use these to create clear topic sentences that preview the essay contents.



Standards	Eligible Content	Know	Understand	Do
CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	rhetorical situation, audience, purpose, genre, topic sentence, thesis, claims, paragraph structure, evidence citation and analysis, quotations and citing evidence, transition strategies, conclusion, types of graphics and informational media	Authors consider the audience when establishing their opinion/topic using a logical organizational structure, which contains appropriate evidence, claims, ideas, etc. They also use media and other graphics in support.	Students will complete a research assignment for a specific audience, which incorporates supporting details and facts, as well as graphics to develop their main idea.
CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	choosing text organizational strategies and styles according to purpose, structuring writing responses and writing pieces to include topic sentence/thesis, strategies to organize claims and body paragraphs into a logical order, relating evidence and body paragraphs to main idea, paragraph structure, evidence citation and analysis, quotations and citing evidence, transition strategies between paragraphs, transition words, transitions to introduce new sentences/ideas, conclusion writing strategies	Authors implement organizational strategies to organize their text structure in a way that is clear, logical, and uses transitions.	Students will write a variety of pieces which utilize organizational strategies to present their information in a clear and logical way.
CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. <input type="checkbox"/> Use precise language and domain-specific vocabulary to inform about or explain the topic. <input type="checkbox"/> Use sentences of varying lengths and complexities. <input type="checkbox"/> Create tone and voice through precise language. <input type="checkbox"/> Establish and maintain a formal style.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	elements of style and text structure, vocabulary words specific to topic/subject of writing, types of sentence structure (simple, compound, complex, compound-complex), active and passive voice, word choice for tone and formality	Authors incorporate vivid, precise, specific language and using varying sentence structure and complexity to improve their writing style and contribute to developing their tone by maintaining a formal, clear, style.	Students will write a variety of pieces incorporating precise language and vocabulary words to maintain a formal writing style.
CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	grammar rules (subjects, predicates, sentence structure, functions of parts of speech, etc.), capitalization rules (proper nouns, titles, salutations, first words of sentences, etc.), fragments (including subjects and predicates), punctuation rules (periods, commas, colons, semi-colons, parentheses, etc.), domain-specific vocabulary	Authors use appropriate conventions to help them improve their writing clarity and maintain a formal writing style.	Students will complete a formal, persuasive writing piece using grade-appropriate conventions.



Standards	Eligible Content	Know	Understand	Do
CC.1.4.8.H Introduce and state an opinion on a topic.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	opinion vs fact, claim, topic sentence, persuasive writing elements, argumentative writing elements, research skills, identifying reliable/unbiased sources, analyzing information in sources and drawing conclusions from text evidence	Authors use facts, opinions and evidence to support and strengthen an argument or claim.	Students will write an opinion piece using facts, opinions and evidence to support their claim.
CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	definition of a claim, fact vs opinion, analyzing and presenting evidence, arguments, counter-arguments, rebuttal, citing evidence, analysis, vetting sources, choosing relevant evidence	Authors acknowledge other viewpoints and address potential counterarguments and concerns of others in their writing in order to make their arguments more convincing and persuasive.	Students will write a persuasive piece which utilizes appropriate evidence to address potential counterarguments with rebuttals.
CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	definition of a claim, fact vs opinion, analyzing and presenting evidence, arguments, counter-arguments, rebuttal, citing evidence, analysis, vetting sources, choosing relevant evidence, transition words and phrases, organizational paragraph structure, conclusion structure	Authors organize their arguments in a consistent, logical order to present all their points and address any potential counterarguments to make their writing more persuasive and compelling to readers.	Students will write a well organized persuasive piece which utilizes appropriate text structure to establish a claim, support it with evidence, and address potential counterarguments with rebuttals.
CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. <input type="checkbox"/> Use precise language and domain-specific vocabulary to inform about or explain the topic. <input type="checkbox"/> Use sentences of varying lengths and complexities. <input type="checkbox"/> Create tone and voice through precise language. <input type="checkbox"/> Establish and maintain a formal style.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	elements of style and text structure, vocabulary words specific to topic/subject of writing, types of sentence structure (simple, compound, complex, compound-complex), active and passive voice, word choice for tone and formality	Authors use elements of style, structure, and conventions consistent with their writing's purpose and audience to better communicate their ideas to their audience.	Students will write a variety of written pieces for different audiences and purposes, which incorporate appropriate organizational strategies, uses precise language, varied sentence structure, and a formal style to convey their ideas.



Standards	Eligible Content	Know	Understand	Do
CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	grammar rules (subjects, predicates, sentence structure, functions of parts of speech, etc.), capitalization rules (proper nouns, titles, salutations, first words of sentences, etc.), fragments (including subjects and predicates), punctuation rules (periods, commas, colons, semi-colons, parentheses, etc.), domain-specific vocabulary	Authors use conventions consistent with, and appropriate to, their purpose and audience to communicate their ideas to their readers more clearly.	Students will write a variety of written pieces for different audiences and purposes which incorporate appropriate organizational strategies and use precise, grammatically correct language and a formal style to convey their ideas.
CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	topic sentence, evidence and citation strategies, analysis strategies	Information from a text can be used to support analysis	Students will create a variety of written pieces for different purposes and audiences.
CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.* E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.* E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.* E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.* E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.2.2 Use an ellipsis to indicate an omission. E08.D.1.2.3 Spell correctly. E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* E08.D.1.2.5 Use punctuation to separate items in a series.*	verbals, gerunds, participles, infinitives, active verb voice, passive verb voice, verb moods, indicative mood, interrogative mood, subjunctive mood, conditional mood, imperative mood, shift in verb voice, shift in verb mood, phrase types, clause types, misplaced modifier, dangling modifier, shift in pronoun number, shift in pronoun person, vague pronoun usage, shift in verb tense, complete sentences, fragments, run-ons, proper usage of frequently confused words, subject/verb agreement, pronoun/antecedent agreement	Authors use the conventions of standard English to effectively communicate ideas.	Students will write with a clear understanding of writing mechanics. These include accurate spelling, the correct use of punctuation, pronoun/person usage, verb tense, identifying sentence fragments and run-ons. Students will also identify verb voice and dangling modifiers.
CC.1.4.8.G Write arguments to support claims.	N/A	argumentative writing, claim statement, rhetorical appeals	Authors support claims with arguments in order to be persuasive.	Students will write an argumentative or persuasive text that is well supported with claims.



Standards	Eligible Content	Know	Understand	Do
CC.1.4.8.H Introduce and state an opinion on a topic.	E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.* E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	introduction writing, opinion/claim statement	Authors state their opinion/claim in their introduction to focus their writing.	Students will state a clear opinion or claim in the introduction of their persuasive or argumentative writing.
CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.	E08.E.1.1.2 Develop the analysis using relevant evidence from text (s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	claim statement, opposing viewpoint, counterargument, supporting evidence, logical reasoning, relevant evidence, credible sources	Authors acknowledge oppositional viewpoints in order to address potential pitfalls in arguments and counter them.	Students will acknowledge and counter oppositional arguments in order to effectively support their own claim.
CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion, provide a concluding statement or section that follows from and supports the argument presented.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence. E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented. E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.	opinion/claim statement, organization and structure in writing, text relationships, word relationships, words, phrases, clauses, reasoning, analysis, relevant evidence, cohesion in writing, conclusion writing	Authors organize their argumentative writing using logical structure and transitions to help their readers understand the argument being presented.	Students will write an argumentative or persuasive piece that is well organized and includes clear reasons, evidence, and counterclaims, and which concludes with a statement that logically follows and supports the argument presented.
CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style.	E08.D.2.1.1 Use verbs in the active and passive voice and in the its conventions. 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). E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.* E08.D.2.1.4 Maintain consistency in style and tone.* E08.D.2.1.5 Choose punctuation for effect.* E08.D.2.1.6 Choose words and phrases for effect.* E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	precise language, domain-specific vocab, topic, sentence variety in writing, tone, voice, precise language, formal style in writing	Authors incorporate formal stylistic aspects of composition to develop the tone and voice of their written work.	Students will follow and appropriately apply the conventions and mechanics of the English language in their writing.



Standards	Eligible Content	Know	Understand	Do
<p>CC.1.4.8.L Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.* E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.* E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.* E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're)*. E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.* E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.2.2 Use an ellipsis to indicate an omission. E08.D.1.2.3 Spell correctly. E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* E08.D.1.2.5 Use punctuation to separate items in a series.* Eligible Content - E08.C.1.1.4 Establish and maintain a formal style.</p>	<p>function of verbals, gerunds, participles, infinitives, verbs in active/passive voice, verb moods, indicative, interrogative, conditional, subjunctive, imperative, inappropriate shifts in verb voice/mood, phrases and clauses in writing, misplaced and dangling modifiers in writing, inappropriate shifts in verb tense, vague pronouns, complete sentences, run-on sentences, fragmented sentences, frequently confused words, subject/verb agreement, pronoun/antecedent agreement</p>	<p>Authors use appropriate standard English conventions to improve the clarity of their writing and strengthen their communication skills.</p>	<p>Students will appropriately use the rules and conventions of the English language in their writing.</p>
<p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</p>	<p>N/A</p>	<p>narrative writing, plot, characterization, dialogue, conflict, point of view</p>	<p>To create an engaging narrative, authors create experiences for readers that are immersive.</p>	<p>Students will write a narrative which immerses their readers in the story.</p>
<p>CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<p>E08.C.1.3.1 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 to support the writer's purpose. E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events. E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>establishing context in writing, audience, point of view in writing, narration in writing, characters in narrative writing</p>	<p>Authors must establish a context for their narrative that is descriptive and believable by using narrative techniques.</p>	<p>Students will create narratives which have effectively employed a variety of narrative techniques to establish the point of view, characters and context.</p>
<p>CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>narrative writing, dialogue, description in writing, narrative reflection, pacing in writing, plot elements, precise words/phrases, descriptive details, sensory language</p>	<p>Authors utilize narrative techniques which make their writing more believable and immersive by mimicking real-life experiences.</p>	<p>Students will write narratives using precise language, relevant descriptive details and sensory language to re-create or mimic real life experiences.</p>
<p>CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>E08.C.1.3.1 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 to support the writer's purpose. E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events. E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>organization and structure in writing, transition words, phrases, clauses, sequence, setting, shift in setting, plot event relationships, conclusion writing</p>	<p>Authors organize events in ways that clearly indicate the sequence and time of events as they occur in a story, and provide a clear related conclusion.</p>	<p>Students will write engaging narratives that include a narrator and the elements of a story. Their writing will utilize transition words and a clearly stated conclusion that reflects the narrator's experiences.</p>



Standards	Eligible Content	Know	Understand	Do
<p>CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language. 	<p>E08.D.2.1.1 Use verbs in the active and passive voice and in the its conventions, 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). E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.* E08.D.2.1.4 Maintain consistency in style and tone.* E08.D.2.1.5 Choose punctuation for effect.* E08.D.2.1.6 Choose words and phrases for effect.* E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>style in writing, active/passive voice for effect, conditional and subjunctive mood for effect, sentence variety in writing, tone, voice, precise language</p>	<p>Authors use a variety of language elements including, active and passive voice, conditional and subjunctive moods, variable sentence structure, etc. to contribute to emphasis, certainty or uncertainty for readers.</p>	<p>Students will appropriately use the rules and conventions of the English language in their writing.</p>
<p>CC.1.4.8.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.* E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.* E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.* E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two, there, their, they're)*. E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.* E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.2.2 Use an ellipsis to indicate an omission. E08.D.1.2.3 Spell correctly. E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.* E08.D.1.2.5 Use punctuation to separate items in a series.*</p>	<p>function of verbals, gerunds, participles, infinitives, verbs in active/passive voice, verb moods, indicative, interrogative, conditional, subjunctive, imperative, inappropriate shifts in verb voice/mood, phrases and clauses in writing, misplaced and dangling modifiers in writing, inappropriate shifts in verb tense, vague pronouns, complete sentences, run-on sentences, fragmented sentences, frequently confused words, subject/verb agreement, pronoun/antecedent agreement</p>	<p>Authors use a variety of language elements including, active and passive voice, conditional and subjunctive moods, variable sentence structure, etc. to contribute to emphasis, certainty or uncertainty for readers..</p>	<p>Students will appropriately use the rules and conventions of the English language in their writing.</p>
<p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text (s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p>	<p>text evidence, informational text, analysis, reflection, research, supporting details, literature, literary nonfiction</p>	<p>Authors use information from texts, transitions, precise language, a specific style and an effective conclusion to support an analysis of a text.</p>	<p>Students will write a text dependent analysis using supporting text evidence, precise language, elements of style and an effective conclusion.</p>
<p>CC.1.4.8.T 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.</p>	<p>N/A</p>	<p>writing workshop model, brainstorming, drafting, revising, editing, writer's purpose, audience</p>	<p>Writers use a process of planning, editing and revising to write effectively.</p>	<p>Students will use the writing process to revise and edit their written work including the use of feedback provided them by peers and teachers.</p>
<p>CC.1.4.8.U 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.</p>	<p>N/A</p>	<p>technology options for writing, publishing writing, word processing, presentation techniques, relationships between information and ideas, collaboration skills</p>	<p>Authors use a variety of technology to produce written texts.</p>	<p>Students will work collaboratively on a writing project that requires them to utilize the internet during the creative process.</p>



Standards	Eligible Content	Know	Understand	Do
CC.1.4.8.V 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.	N/A	research skills, self-generated questions, research project elements, sources	Authors generate questions and then locate and synthesize information from multiple sources to support research.	Students will generate a question, locate information from a variety of sources and complete a research based project.
CC.1.4.8.W 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 data and conclusions of others while avoiding plagiarism and following a standard format for citation.	N/A	relevant information, print sources, digital sources, research skills, search terms, source credibility & accuracy, quotes, paraphrasing, data, conclusions, plagiarism, standard form of citation	Authors locate credible information from a variety of sources which they synthesize, quote and paraphrase in their own writing.	Students will research digital and print resources on a topic, analyze the credibility of each source and accurately cite information while avoiding plagiarism. Students will also cite sources accurately.
CC.1.4.8.X 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.	N/A	routine writing, research, reflection, revision,	Authors write for a variety of audiences and purposes over varied lengths of time.	Students will work routinely on a variety of writing assignments for different purposes, and different audiences.
CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	N/A	collaborative discussions, speaking etiquette, listening etiquette, grade-level topics/texts, personal viewpoints, conflicting viewpoints	People engage in discussions to express ideas, strengthen understanding, and build on the ideas of others.	Students will engage in a wide variety of verbal discussions in pairs, small groups or whole class, as well as on discussion boards in order to express and exchange ideas.
CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	N/A	trace/evaluate an argument, claim statements, trace/evaluate reasoning, soundness, relevance, sufficiency, evidence	Speakers use claims, reasoning and evidence to support an argument.	Students will examine a speaker's view point, analyze the reasoning behind it, and evaluate the supporting reasons and evidence for relevance.
CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	N/A	diverse media format, visual media, quantitative media, oral media, evaluation, motive - social, commercial, political, presentation analysis	Different motivations drive the format in which information is presented.	The students will analyze different forms of information from different sources and determine the purpose and motivation behind the specific format used.
CC.1.5.8.D Present claims and 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.	N/A	presentation skills, claims, research results, emphasis, concise points, relevancy of evidence, sound/valid reasoning, supporting details	Speakers use a variety of elements to effectively deliver information in a speech.	Students will deliver a speech wherein they present claims and findings clearly, using relevant evidence, details, and reasoning, and will do so at an appropriate volume using eye contact, and clear speech.
CC.1.5.8.E Adapt speech to a variety of contexts and tasks.	N/A	speech adaptation skills	Speeches are delivered for different purposes and for different audiences.	Students will deliver several speeches intended for different purposes and for different audiences.
CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	N/A	multimedia integration, visual displays within presentation, clarifying information with multimedia/visual displays, supporting claims/evidence with multimedia/visual displays	A variety of multimedia types can be used during a speech to deliver information or support a claim.	Students will deliver speeches using a variety of media formats (slides shows, videos, visual aids, etc.) to support their information and claims.
CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	N/A	ALL rules of grammar and mechanics in the English language	Speakers use the rules governing spoken English to deliver effective speeches.	Students will appropriately use the rules for spoken English when presenting in front of others.