

International Society for Technology in Education Standards				Grade Level Technology Targets
<ol style="list-style-type: none"> 1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information. 4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. Technology Operations and Concepts: Students demonstrate and sound understanding of technology concepts, systems and operations. 				<ul style="list-style-type: none"> • Gather data, examine patterns, and apply information for decision-making using digital tools and resources (1,4)
Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 1: Oral Expression and Listening				
<p>Evidence Outcomes</p>	<p>Evidence Outcomes</p> <p>1.c. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)</p> <p>2.a. 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. (CCSS: SL.8.4)</p>	<p>Evidence Outcomes</p> <p>1.b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (CCSS: SL.8.2)</p> <p>2.b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)</p>	<p>Evidence Outcomes</p> <p>1.a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.8.1)</p> <p>i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence</p>	<ol style="list-style-type: none"> 1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations. 2. A variety of response strategies clarifies meaning or messages.

			<ul style="list-style-type: none"> on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c) iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d) v. Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further 	
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			<ul style="list-style-type: none"> vi. Evaluate the effectiveness of the techniques used and information gained from the interview vii. Give a planned oral presentation to a specific audience for an intended purpose viii. Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect ix. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6) <p>2.d. Paraphrase speaker's meaning 2.3. Ask questions to clarify inferences</p>	
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<p>4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>6. Technology Operations and Concepts: Students demonstrate and sound understanding of technology concepts, systems and operations.</p>				resources (1,4)
Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 2: Reading For All Purposes				
<p>Evidence Outcomes</p> <p>1.a. Use Key Ideas and Details to:</p> <p>iii. 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. (CCSS: RL.8.3)</p> <p>1.b. Use Craft and Structure to:</p> <p>i. 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. (CCSS: RL.8.4)</p> <p>2.a. Use Key Ideas and Details to:</p> <p>i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)</p> <p>ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;</p>	<p>Evidence Outcomes</p> <p>1.a. Use Key Ideas and Details to:</p> <p>i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)</p> <p>ii. 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. (CCSS: RL.8.2)</p> <p>1.b. Use Craft and Structure to:</p> <p>ii. 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. (CCSS: RL.8.5)</p> <p>iii. 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</p>	<p>Evidence Outcomes</p> <p>2. b. Use Craft and Structure to:</p> <p>i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)</p> <p>ii. 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. (CCSS: RI.8.5)</p> <p>2. c. Use Integration of Knowledge and Ideas to:</p> <p>i. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)</p> <p>iii. 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. (CCSS: RI.8.9)</p>	<p>Evidence Outcomes</p> <p>1.c. Use Integration of Knowledge and Ideas to:</p> <p>ii. Use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints</p> <p>iii. Develop and share interpretations of literary works of personal interest</p> <p>1.d. Use Range of Reading and Complexity of Text to:</p> <p>i. 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. (CCSS: RL.8.10)</p> <p>2.c. Use Integration of Knowledge and Ideas to:</p> <p>iv. Interpret and explain informational texts of personal interest</p> <p>2.d. Range of Reading and Level of</p>	<p>1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment</p> <p>2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment.</p> <p>3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.</p>

<p>provide an objective summary of the text. (CCSS: RI.8.2)</p> <p>3.a. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (CCSS: L.8.4)</p> <ul style="list-style-type: none"> i. Select and employ strategies to persist when encountering unknown or ambiguous words or difficult passages ii. Explain how authors use language to influence audience perceptions of events, people, and ideas iii. Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood) iv. 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. (CCSS: L.8.4a) v. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). (CCSS: L.8.4b) vi. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c) vii. Verify the preliminary determination of the meaning of a word or phrase 	<p>effects as suspense or humor. (CCSS: RL.8.6)</p> <p>1. c. Use Integration of Knowledge and Ideas to:</p> <ul style="list-style-type: none"> i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7) iv. 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. (CCSS: RL.8.9) <p>2.a. Use Key Ideas and Details to:</p> <ul style="list-style-type: none"> iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS: RI.8.3) <p>2.b. Use Craft and Structure to:</p> <ul style="list-style-type: none"> iii. 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. (CCSS: RI.8.6) 	<p>3.c. 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. (CCSS: L.8.6)</p>	<p>Text Complexity</p> <ul style="list-style-type: none"> i. 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. (CCSS: RI.8.10) 	
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<p>(e.g., by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)</p> <p>3.b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)</p> <ul style="list-style-type: none"> i. Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a) ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b) iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). (CCSS: L.8.5c) 				
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<p>Quarter 1</p>	<p>Quarter 2</p>	<p>Quarter 3</p>	<p>Quarter 4</p>	<p>End of Year Grade Level Expectations</p>
<p>Standard 3: Writing and Composition</p>				

Evidence Outcomes	Evidence Outcomes	Evidence Outcomes	Evidence Outcomes	Evidence Outcomes
<p>1.a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)</p> <ul style="list-style-type: none"> i. 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. (CCSS: W.8.3a) ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c) iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) vi. Integrate the use of organizing techniques that break up sequential presentation of chronology in a story (use of foreshadowing; starting in the middle of the action, then filling in background) 	<p>2.b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)</p> <ul style="list-style-type: none"> i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) v. Establish and maintain a formal style. (CCSS: W.8.2e) vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f) vii. Elaborate to give detail, add depth, 	<p>2.a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1)</p> <ul style="list-style-type: none"> i. Develop texts that offer a comparison, show cause and effect, or support a point ii. Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion iii. Select and use appropriate rhetorical techniques (such as asking questions, using humor, etc.) for a variety of purposes iv. Use specific details and references to text or relevant citations to support focus or judgment v. Use planning strategies to select and narrow topic vi. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) vii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) viii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) ix. Establish and maintain a formal style. (CCSS: W.8.1d) x. Explain and imitate emotional and logical appeals used by writers who are trying to persuade an audience 	<p>1.a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)</p> <ul style="list-style-type: none"> v. Establish and maintain a controlling idea appropriate to audience and purpose vii. Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect viii. Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details ix. Use mentor text/authors to help craft appropriate technique <p>3.a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)</p> <ul style="list-style-type: none"> v. Use comparative and superlative adjectives and adverbs correctly in sentences <ul style="list-style-type: none"> vi. Combine sentences with subordinate conjunctions vii. Use subject-verb 	<p>1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality</p> <p>2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality.</p> <p>3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document.</p>

<p>information using flashbacks)</p> <p>x. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)</p> <p>3.a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)</p> <p>ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b)</p> <p>iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c)</p> <p>iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)</p> <p>vii. Use subject-verb agreement with intervening phrases and clauses</p> <p>3.b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)</p> <p>i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)</p> <p>ii. Format and punctuate dialogue correctly</p> <p>iv. Spell correctly. (CCSS: L.8.2c)</p>	<p>and continue the flow of an idea</p> <p>3.d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)</p> <p>3.e. 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. (CCSS: W.8.5)</p> <p>3.f 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. (CCSS: W.8.6)</p> <p>3.a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)</p> <p>i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)</p> <p>3.b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)</p> <p>iii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b)</p> <p>iv. Spell correctly. (CCSS: L.8.2c)</p>	<p>xi. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)</p>	<p>agreement with intervening phrases and clauses</p> <p>viii. Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences</p>	
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<p>3.c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3)</p> <p>i. 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). (CCSS: L.8.3a)</p>				
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<p>Quarter 1</p>	<p>Quarter 2</p>	<p>Quarter 3</p>	<p>Quarter 4</p>	<p>End of Year Grade Level Expectations</p>

Standard 4: Research and Reasoning

Evidence Outcomes

Evidence Outcomes

- 1.a. 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. (CCSS: W.8.7)
- i. Differentiate between paraphrasing and using direct quotes in a report
 - ii. Organize and present research appropriately for audience and purpose
 - iii. Present findings
- 1.b. 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. (CCSS: W.8.8)
- i. Differentiate between primary and secondary source materials
 - ii. Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources
 - iii. Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page

2.c. Identify common reasoning fallacies

Evidence Outcomes

- 2.a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking
- 2.b. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- 3.c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9)
- i. 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”). (CCSS: W.8.a)
 - ii. 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”). (CCSS: W.8.9b)

Evidence Outcomes

1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures
2. Common fallacies and errors occur in reasoning.



Instructional Calendar

ELA/Grade 8

2016-2017

	in print and non-printed sources 2.d. Differentiate between valid and faulty generalizations			
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