



Eighth Grade Language Arts Year at a Glance 2011-2012

Course Description:

In Grade 8, instructional time should focus on four critical areas: (1) Oral Expression and listening, including collaborating effectively as a group, listening actively and respectfully, posing thoughtful questions and contributing ideas; (2) Reading for all Purposes, including engaging in a wide range of fiction and nonfiction experiences, reflecting on personal learning with increasingly difficult texts, and using context clues to unlock meaning of complex vocabulary; (3) Writing and Composition, including effectively using content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes; (4) Research and Reasoning, including gathering information from a variety of sources, analyzing and evaluating the quality and relevance of sources and learning to discriminate and justify a position. These concepts and associated skills are aligned with the Colorado Academic Standards for English Language Arts and Literacy, incorporating 21st century skills and postsecondary and workforce readiness competencies.

Prerequisite(s):

Seventh Grade Language Arts

Credit: 1



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**Language Arts
Grade Level Expectations at a Glance**

Standard	Grade Level Expectation
Eighth Grade	
1. Oral Expression and Listening	<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
2. Reading for All Purposes	<ol style="list-style-type: none"> 1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment 2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment 3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts
3. Writing and Composition	<ol style="list-style-type: none"> 1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document
4. Research and Reasoning	<ol style="list-style-type: none"> 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 3. Quality reasoning relies on supporting evidence in media

1st Semester Unit 1: Planning & Focusing Writing	
CO Code	Evidence Outcome
2.3.a	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.
2.3.a.iii	Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood).
3.1.a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
3.1.a.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



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	unfolds naturally and logically.
3.1.a.ii	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
3.1.a.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.
3.1.a.iv	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
3.1.a.v	Establish and maintain a controlling idea appropriate to audience and purpose.
3.1.a.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 information using flashbacks).
3.1.a.viii	Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details.
3.1.a.ix	Use mentor text/authors to help craft appropriate technique.
3.1.a.x	Provide a conclusion that follows from and reflects on the narrated experiences or events.
3.3.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.3.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.
3.3.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.
1st Semester Unit 2: Critical Thinking	
CO Code	Evidence Outcome
2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
3.2.a.vii	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3.2.a.viii	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
3.2.b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of



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	relevant content.
3.2.b.vii	Elaborate to give detail, add depth, and continue the flow of an idea
4.1.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.
4.1.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.
4.1.b.i	Differentiate between primary and secondary source materials.
4.1.c.ii	Apply <i>grade 8 Reading standards</i> 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□).
4.2.a	Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.
4.2.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.
4.2.c	Identify common reasoning fallacies in print and non-printed sources.
4.2.d	Differentiate between valid and faulty generalizations.
4.3.c	Evaluate own or others' appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
4.3.d	Use appropriate media to demonstrate reasoning and explain decisions in the creative process.
1st Semester Unit 3: Reading Application	
CO Code	Evidence Outcome
1.1.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.
1.1.a.i	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text,



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	or issue to probe and reflect on ideas under discussion.
1.1.a.ii	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
1.1.a.iii	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
1.1.a.iv	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
1.2.d	Paraphrase speaker's meaning.
1.2.e	Ask questions to clarify inferences.
2.1.a.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.
2.1.a.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.
2.1.b.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.
2.1.b.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 effects as suspense or humor.
2.1.c.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.
2.1.c.ii	Use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints.
2.1.c.iii	Develop and share interpretations of literary works of personal interest.
2.1.c.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.
2.1.d.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.
4.1.c	Draw evidence from literary or informational texts to support analysis, reflection, and research.



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4.1.c.i	Apply <i>grade 8 Reading standards</i> 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□).
1st Semester Unit 4: Interpretation and Persuasion	
CO Code	Evidence Outcome
2.1.a.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.
2.2.a.iii	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
2.2.c.ii	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.
2.2.c.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.
2.3.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.
2.3.a.ii	Explain how authors use language to influence audience perceptions of events, people, and ideas.
3.2.a	Write arguments to support claims with clear reasons and relevant evidence
3.2.a.vi	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
3.2.x	Explain and imitate emotional and logical appeals used by writers who are trying to persuade an audience.
3.2.a.xi	Provide a concluding statement or section that follows from and supports the argument presented.
3.3.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.3.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.



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3.3.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.
4.3.a	Take a position on an issue and support it using quality reasoning.
4.3.b	Analyze own or others' appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts.

2nd Semester Unit 5: Writer's Craft	
CO Code	Evidence Outcome
2.1.b.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.
2.1.b.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.
2.3.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.
2.3.a.i	Select and employ strategies to persist when encountering unknown or ambiguous words or difficult passages.
2.3.a.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.
2.3.a.v	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).
2.3.a.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.
2.3.a.vii	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
2.3.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2.3.b.i	Interpret figures of speech (e.g. verbal irony, puns) in context.
2.3.b.ii	Use the relationship between particular words to better understand each of the words.



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2.3.b.iii	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
3.1.a.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.
3.3.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3.3.a.i	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
3.3.a.ii	Form and use verbs in the active and passive voice.
3.3.a.iii	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
3.3.a.iv	Recognize and correct inappropriate shifts in verb voice and mood.
3.3.a.v	Use comparative and superlative adjectives and adverbs correctly in sentences.
3.3.a.vi	Combine sentences with subordinate conjunctions.
3.3.a.vii	Use subject-verb agreement with intervening phrases and clauses.
3.3.a.viii	Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences.
3.3.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.3.b.i	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
3.3.b.ii	Format and punctuate dialogue correctly
3.3.b.iii	Use an ellipsis to indicate an omission.
3.3.b.iv	Spell correctly.
3.3.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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3.3.c.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).
3.3.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2nd Semester Unit 6: Reading and Background Knowledge	
CO Code	Evidence Outcome
2.1.a.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.
2.1.a.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.
2.1.a.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.
2.1.b.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 effects as suspense or humor.
2.1.c.ii	Use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints.
2.1.c.iii	Develop and share interpretations of literary works of personal interest.
2.1.c.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.
2.2.b.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.
2.2.b.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.
2.2.b.iii	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to particular evidence or viewpoints.
2.2.c.iv	Interpret and explain informational text of personal interest.
2.3.c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a



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	word or phrase important to comprehension or expression.
2nd Semester Unit 7: Research	
CO Code	Evidence Outcome
2.2.a.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.
3.2.a	Write arguments to support claims with clear reasons and relevant evidence.
3.2.a.i	Develop texts that offer a comparison, show cause and effect, or support a point.
3.2.a.ii	Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion
3.2.a.iii	Select and use appropriate rhetorical techniques (such as asking questions, using humor, etc.) for a variety of purposes
3.2.a.iv	Use specific details and references to text or relevant citations to support focus or judgment
3.2.a.v	Use planning strategies to select and narrow topic
3.2.a.vii	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
3.2.b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3.2.b.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.
3.2.b.ii	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3.2.b.iii	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
3.2.b.iv	Use precise language and domain-specific vocabulary to inform about or explain the topic.
3.2.b.v	Establish and maintain a formal style.
3.2.b.vi	Provide a concluding statement or section that follows from and supports the information or explanation presented.



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3.2.b.vii	Elaborate to give detail, add depth, and continue the flow of an idea.
4.1.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.
4.1.a.i	Differentiate between paraphrasing and using direct quotes in a report.
4.1.a.ii	Organize and present research appropriately for audience and purpose.
4.1.a.iii	Present findings.
4.1.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.
4.1.b.ii	Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources.
4.1.b.iii	Write reports based on research that includes quotations, footnotes or endnotes, and a bibliography or works cited page.
2nd Semester Unit 8: Oral Presentation	
CO Code	Evidence Outcome
1.1.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.
1.1.a.v	Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further.
1.1.a.vi	Evaluate the effectiveness of the techniques used and information gained from the interview.
1.1.a.vii	Give a planned oral presentation to a specific audience for an intended purpose.
1.1.a.viii	Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect.
1.1.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.
1.1.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.



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1.2.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.
1.2.b	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
1.2.c	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.