

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 8

Reading Literature

- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- 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
- 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.
- 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.
- 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.

Writing

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write narratives to develop real or imagined experiences or events.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- 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.
- 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.
- 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 effect
 - Use sentences of varying lengths and complexities
 - Create tone and voice through precise language
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- 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.
- Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

Speaking and Listening

- Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 8

Reading Informational Text

- 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.
- Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- 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.
- 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.
- Evaluate authors' arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
- 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.
- 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.
- 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.

Writing

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Identify and introduce the topic clearly, including a preview of what is to follow.
- Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 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 section that follows from and supports the information or explanation presented.
- Write with an awareness of the stylistic aspects of writing
 - 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
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- 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.

Speaking and Listening

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 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.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 8

Reading Informational Text

- Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
- Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
- 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.

Reading Literature

- 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.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
- 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.

Writing

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write arguments to support claims.
- Introduce and state an opinion on a topic.
- 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.
- 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.
- Write with an awareness of the stylistic aspects of writing
 - 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
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- 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.

Speaking and Listening

- 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.
- Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 8

Reading Informational Text

- 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.
- Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
- 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.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Reading Literature

- 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 directors or actors.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- 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

Writing

- Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.
- 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.
- 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.
- 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.
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Speaking and Listening

- Adapt speech to a variety of contexts and tasks.

Course/ Grade:	Language Arts 8	Instructional Unit:	Unit 1	Suggested Timeline:	7-9 weeks
Overview: <p>In this module, reading, writing, speaking and listening focus on the big idea of audience and purpose influencing a writer's choice of organizational pattern, language, and literary technique while grappling with the concept of individuality versus conformity. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to define whether the path to getting ahead is conformity or individualism. Students to apply a broad range of reading, writing, speaking, and listening skills to determine and analyze main ideas, cite evidence that supports an analysis of text, determine the author's point of view and purpose in text, analyze the influence and use of words and phrases in text, and acknowledge and distinguish between opposing claims.</p> <p><i>In this module, reading, writing, and speaking and listening are constructed around the big idea of an expanded vocabulary enhancing one's ability to express ideas and information while asking the question if all conflicts can be resolved. Students apply skills and strategies to effectively comprehend and evaluate a variety of texts, analyzing the author's choice of words, making inferences, comparing and contrasting, and drawing conclusions. Specifically, students analyze how the dialogue and/or incidents within the text propel the action, reveal aspects of the character, or provoke decisions. Utilizing critical thinking processes, students create meaning and tone in their own writings. Goals include opportunities for students to interact with a wide array of texts that support the ability to reason, analyze, and assess various perspectives. Key outcomes include understanding of the narrator's perspective, the historical context, and the impact on the central message.</i></p>			Essential Questions: <p>Is the Path to Getting Ahead as Conformist or Individualist?</p> <p><i>Can all conflicts be resolved?</i></p> <p><i>How does a story's cultural setting and historical context influence a story's characters and theme?</i></p> <p><i>How can a character's point of view influence the way events are portrayed?</i></p>		

Essential Learning Targets:

- cite evidence that most strongly supports an analysis of text
- determine a theme of a text
- analyze the point of view of a text and how it affects

Reading Informational Text	Reading Literature	Writing	Speaking & Listening
<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>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.</p> <p>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</p>	<p>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.</p>

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<p>meaning and tone.</p> <p>CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>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.</p> <p>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.</p>	<p>important to comprehension or expression.</p>	<p>tasks, purposes, and audiences.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> • textual evidence • analysis • generalization • inference • conclusion • author's point of view 	<ul style="list-style-type: none"> • point of view • audience • dramatic irony • suspense • humor • multiple meaning words 	<ul style="list-style-type: none"> • Argument • Claims • Opinion • Logical reasoning • Relevant evidence • Credible source 	

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<ul style="list-style-type: none"> • author's purpose • figurative meaning • connotative meaning • technical meaning • tone • argument • reasoning • claim • soundness • relevance • academic • domain specific • comprehension • multiple meaning words 		<ul style="list-style-type: none"> • Phrases • Independent and Dependent Clauses • Sentence Fragments • Run-on Sentences • Coordinating and Subordinating Conjunctions • Compound Sentences • Complex Sentences • Compound/Complex Sentences • Ellipsis • Dash • Hyphen • Parentheses 	
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

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Course/ Grade:	Language Arts 8	Instructional Unit:	Unit 2	Suggested Timeline:	7-9 weeks
Overview: 2-In this module, reading, writing, and speaking and listening are constructed around the big idea of an expanded vocabulary enhancing one's ability to express ideas and information while confronting how critical moments shape who we are. Students apply skills and strategies to effectively comprehend and evaluate a variety of texts, analyzing the author's choice of words, making inferences, developing generalizations, and drawing conclusions. Specifically, students analyze how the dialogue and/or incidents within the text propel the action, reveal aspects of the character, or provoke decisions. Utilizing critical thinking processes, students create meaning and tone in their own writings, demonstrating a complete understanding of the importance of decision making on character development <i>In this module, students apply a broad range of reading, writing, speaking, and listening skills to determine and analyze main ideas, cite evidence that supports an analysis of text, determine the author's point of view and purpose in text, analyze the influence and use of words and phrases in text, and acknowledge and distinguish between opposing claims. Students apply skills and strategies to effectively comprehend and evaluate a variety of texts, analyzing the author's choice of words, making inferences, developing generalizations, and drawing conclusions.</i>			Essential Questions: What are Critical Moments in life? How do Critical Moments They Shape Who We Are? How Does The Way the Message is Delivered Can Impact the Way It is Received? <i>How much information is enough?</i>		
Essential Learning Targets: <ul style="list-style-type: none">Comprehend and evaluate complex texts across a range of types and disciplines					

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- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences
- Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond
- Comprehend and evaluate complex texts across a range of types and disciplines
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message
- Communicate effectively for varied purposes and audiences
- Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond

Reading Informational Text	Reading Literature	Writing	Speaking & Listening
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. CC.1.2.8.C	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. CC.1.3.8.C	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.	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. ***** CC.1.5.8.C

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<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>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.</p> <p>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.</p> <p>***</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>***</p> <p>CC.1.3.8.G 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 directors or actors.</p>	<ul style="list-style-type: none"> • Create tone and voice through precise language. • Establish and maintain a formal style. <p>CC.1.4.8.M Write narratives to develop real or imagined experiences or events.</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>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>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>***</p>	<p>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.</p> <p>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.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p>
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	<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and 	
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		<p>domain-specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> • Central idea • Objective summary • Medium • Print • Digital text • Multimedia 	<ul style="list-style-type: none"> • Dialogue • Incident • Drama • Propel action • Reveal aspects • Provoke a decision • Compare • Contrast • Structure • Style • Theme • Development 	<ul style="list-style-type: none"> • Stylistic aspects • Composition • Sentence length • Sentence complexity • Tone • Voice • Formal style • Engage & orient • Context • Verbs • Verb Tense • Adjectives 	<ul style="list-style-type: none"> • Delineate • Purpose of information • Quantitatively • Orally • Motive • Social • Political • Commercial • salient points • appropriate eye contact • adequate volume •

	<ul style="list-style-type: none"> • Objective summary • Film • Live production • Script • Evaluate • Director • Actor • 	<ul style="list-style-type: none"> • Adverbs • Active voice • Passive voice • Conditional mood • Subjunctive mood • Informative/ explanatory texts • Conventions • Grammar • Usage • Capitalization • Punctuation • Topic • Quotations • Graphics • Multimedia • Transitions • Formatting • Pronouns/Antecedents • Direct and Indirect Objects 	
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments

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Course/ Grade:	Language Arts 8	Instructional Unit:	Unit 3	Suggested Timeline:	7-9 weeks
Overview: In this module, reading, writing, and speaking and listening are confronted with the big idea of comparing the motives of people today to those of the past. Students should read from, and write to, informational text as well as classic and contemporary literature. Students will engage in activities to compare, contrast, and analyze text structures. Students will look at modern and traditional literature, analyzing themes, characters, and events, including determining how the material is rendered new.			Essential Questions: What are the Motives of People Today in Comparison to Those of the Past?		
Essential Learning Targets: <ul style="list-style-type: none">Evaluate author's use of structureAnalyze how text structure contributes to meaningCompare and contrast text structure in multiple textsOrganize information to demonstrate a relationship among ideas					
Reading Informational Text		Reading Literature		Writing	
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. CC.1.2.8.G Evaluate the advantages and disadvantages of using		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. CC.1.3.8.H Analyze how a modern work of		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	

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<p>different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>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.</p> <p>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.</p>	<p>fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p>	<p>aiding comprehension.</p> <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>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.</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>CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen</p>	
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		writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> • Structure • Conflicting information • interpretation 	<ul style="list-style-type: none"> • traditional works • render • theme • pattern of events • character type 	<ul style="list-style-type: none"> • Concluding statement • Counterclaims • Clauses • Verb Moods • Active and Passive Voice • Verbals • Infinitives • Participles • Gerunds • Misplaced and Dangling Modifiers 	

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Course/ Grade:	Language Arts 8	Instructional Unit:	Unit 4	Suggested Timeline:	7-9 weeks
Overview: In this module, reading, writing, and speaking and listening are confronted with the big idea that experiences may be shaped by events. Students conduct research using relevant information from multiple sources, and write effectively and logically using a variety of transitions to show the relationships among the experiences and events. They write with an awareness of the stylistic aspects of writing to achieve particular effects, including the use of verbs in active and passive voice, the use of verbs in conditional and subjunctive mood, and the creation of tone and voice. Students avoid plagiarism by implementing a standard format for citation.			Essential Questions: How are experiences shaped by events?		
Essential Learning Targets: <ul style="list-style-type: none">Logically organize an event sequence using transitions and providing a conclusionAnalyze the connotative meaning of words and how they influence toneWrite with an awareness of voice and toneConduct a short research project to answer a self generated question					
Reading Informational Text		Reading Literature		Writing	
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				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,	
				CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the	

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<p>generalizations drawn from the text.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>		<p>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>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>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.</p> <p>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</p>	<p>conventions of standard English when speaking based on Grade 8 level and content.</p>
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		following a standard format for citation.	
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> • Author's purpose • Author's point of view • conflicting evidence 		<ul style="list-style-type: none"> • event sequence • sequence • signal shift • research question • sources • search terms • credibility • accuracy • plagiarism • citation • format 	<ul style="list-style-type: none"> • speech • context

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