

Unit 1: Reading and Writing Process

| | | CHECKPOINT | | |
|-------------------------------|--|---|----------|----------|
| | | 1 | 2 | 3 |
| Catholic Identity | | Instructional Focus | | |
| 8.1 | analyze literature that reflects the transmission of a Catholic culture and worldview. | <input type="checkbox"/> 8.1B interpret and evaluate literature in a Christian spirit * | | |
| Phonics and Word Study | | Instructional Focus | | |
| 8.2A | use appropriate fluency when reading grade-level text | <input type="checkbox"/> 8.2A read at a rate to increase comprehension <input type="checkbox"/> 8.2A read with accuracy <input type="checkbox"/> 8.2A read with inflection and emphasis | | |
| 8.2C | use strategies to determine the meaning of unknown words while reading | <input type="checkbox"/> 8.2B.1 use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words | | |
| Shared Reading | | Instructional Focus | | |
| 8.3 | use metacognitive skills to both develop and deepen comprehension of increasingly complex texts | Tools to Know: Reading Process <input type="checkbox"/> 8.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 8.3B generate questions about text before, during, and after reading <input type="checkbox"/> 8.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 8.3D create mental images to deepen understanding <input type="checkbox"/> 8.3E monitor comprehension and make adjustments while reading | | |
| | | Tools to Know: Comprehension <input type="checkbox"/> 8.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 8.3G make inferences and use evidence to support understanding <input type="checkbox"/> 8.3H evaluate details read to determine key ideas <input type="checkbox"/> 8.3I synthesize information to create new understanding | | |
| 8.3J | use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts | Fiction | | |
| | | Poetry | | |
| | | Drama | | |
| | | Informational | | |
| | | Argumentative | | |
| Independent Reading | | Instructional Focus | | |
| 8.4 | self-select text and read independently | <input type="checkbox"/> 8.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 8.4B share beautifully told and well-crafted works * | | |
| Responding to Text | | Instructional Focus | | |
| 8.5 | respond to an increasingly challenging variety of sources that are read, heard, or viewed. | Ways to Show: Response Skills <input type="checkbox"/> 8.5A describe personal connections to texts <input type="checkbox"/> 8.5B write responses that demonstrate implicit and explicit meanings of text <input type="checkbox"/> 8.5C use text evidence to support an appropriate response <input type="checkbox"/> 8.5D paraphrase and summarize texts <input type="checkbox"/> 8.5E respond using newly acquired vocabulary as appropriate | | |
| 8.6A | analyze the authors' choices and how they influence and communicate meaning | | | |

Unit 1: Reading and Writing Process

| | | CHECKPOINT | | |
|---|---|------------|---|---|
| | | 1 | 2 | 3 |
| Writing | Instructional Focus | | | |
| 8.7A plan first drafts | <input type="checkbox"/> 8.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests | | | |
| 8.7B develop drafts | <input type="checkbox"/> 8.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details | | | |
| 8.7C revise drafts | <input type="checkbox"/> 8.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety | | | |
| 8.7D edit drafts | 8.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts ... | | | |
| | <input type="checkbox"/> 8.7D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments | | | |
| | <input type="checkbox"/> 8.7D.2 consistent appropriate use of verb tenses and active and passive voice | | | |
| | <input type="checkbox"/> 8.7D.5 correct capitalization | | | |
| | <input type="checkbox"/> 8.7D.6 punctuation | | | |
| | <input type="checkbox"/> 8.7D.7 correct spelling, including commonly confused terms | | | |
| 8.7E publish written work | <input type="checkbox"/> 8.7E.1 publish written work for appropriate audiences | | | |
| 8.7F use the writing process to compose literary texts | | | | |
| 8.7G use the writing process to compose informational texts | | | | |
| 8.7H use the writing process to compose argumentative texts | | | | |
| 8.7I compose correspondence | | | | |
| Research | Instructional Focus | | | |
| 8.8 use research skills to plan and present in written, oral, or multimodal formats | | | | |

Unit 2: Responding to Text/Writing Design

| CHECKPOINT | | |
|------------|---|---|
| 1 | 2 | 3 |

| Catholic Identity | Instructional Focus | | | |
|--|---|--|--|--|
| 8.1 analyze literature that reflects the transmission of a Catholic culture and worldview. | <input type="checkbox"/> 8.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 8.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 8.1C share how literature ignites the creative imagination * <input type="checkbox"/> 8.1D recognize and model the virtues possessed by literary characters * | | | |

| Phonics and Word Study | Instructional Focus | | | |
|---|--|--|--|--|
| 8.2A use appropriate fluency when reading grade-level text | <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis) | | | |
| 8.2C use strategies to determine the meaning of unknown words while reading | <input type="checkbox"/> 8.2B.2 determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend and duc <input type="checkbox"/> 8.2B.3 use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech | | | |

| Shared Reading | Instructional Focus | | | |
|---|---|--|--|--|
| 8.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts | Tools to Know: Reading Process <input type="checkbox"/> 8.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 8.3B generate questions about text before, during, and after reading <input type="checkbox"/> 8.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 8.3D create mental images to deepen understanding <input type="checkbox"/> 8.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 8.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 8.3G make inferences and use evidence to support understanding <input type="checkbox"/> 8.3H evaluate details read to determine key ideas <input type="checkbox"/> 8.3I synthesize information to create new understanding | | | |
| 8.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts | Fiction <input type="checkbox"/> 8.3K.2 analyze how characters' motivations and behaviors influence events and resolution of the conflict Poetry Drama Informational <input type="checkbox"/> 8.3N.1 analyze characteristics and structural elements of informational texts Argumentative | | | |

| Independent Reading | Instructional Focus | | | |
|---|---|--|--|--|
| 8.4 self-select text and read independently | <input type="checkbox"/> 8.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 8.4B share beautifully told and well-crafted works * | | | |

| Responding to Text | Instructional Focus | | | |
|--|---|--|--|--|
| 8.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed. | Ways to Show: Response Skills <input type="checkbox"/> 8.5A describe personal connections to texts <input type="checkbox"/> 8.5B write responses that demonstrate implicit and explicit meanings of text <input type="checkbox"/> 8.5C use text evidence to support an appropriate response <input type="checkbox"/> 8.5D paraphrase and summarize texts <input type="checkbox"/> 8.5E respond using newly acquired vocabulary as appropriate | | | |
| 8.6A analyze the authors' choices and how they influence and communicate meaning | <input type="checkbox"/> 8.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 8.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 8.6A.3 analyze the author's use of print and graphic features to achieve specific purposes\ | | | |

Unit 2: Responding to Text/Writing Design

| | | CHECKPOINT | | |
|---|--|------------|---|---|
| | | 1 | 2 | 3 |
| Writing | Instructional Focus | | | |
| 8.7A plan first drafts | <input type="checkbox"/> 8.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests | | | |
| 8.7B develop drafts | <input type="checkbox"/> 8.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 8.7B.3 apply author's craft purposefully | | | |
| 8.7C revise drafts | <input type="checkbox"/> 8.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety | | | |
| 8.7D edit drafts | 8.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts ... | | | |
| | <input type="checkbox"/> 8.7D.3 prepositions and prepositional phrases and their influence on subject-verb agreement | | | |
| | <input type="checkbox"/> 8.7D.4 pronoun-antecedent agreement | | | |
| | <input type="checkbox"/> 8.7D.5 correct capitalization | | | |
| | <input type="checkbox"/> 8.7D.6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses: | | | |
| | <input type="checkbox"/> 8.7D.7 correct spelling, including commonly confused terms | | | |
| 8.7E publish written work | <input type="checkbox"/> 8.7E.1 publish written work for appropriate audiences | | | |
| 8.7F use the writing process to compose literary texts | <input type="checkbox"/> 8.7F compose personal narratives using genre characteristics and craft | | | |
| 8.7G use the writing process to compose informational texts | <input type="checkbox"/> 8.7G compose informational texts | | | |
| 8.7H use the writing process to compose argumentative texts | | | | |
| 8.7I compose correspondence | | | | |
| Research | Instructional Focus | | | |
| 8.8 use research skills to plan and present in written, oral, or multimodal formats | | | | |

Unit 3: Exploring Literary Texts

| CHECKPOINT | | |
|------------|---|---|
| 1 | 2 | 3 |

| Catholic Identity | Instructional Focus | | | |
|--|---|--|--|--|
| 8.1 analyze literature that reflects the transmission of a Catholic culture and worldview. | <input type="checkbox"/> 8.1C share how literature ignites the creative imagination * <input type="checkbox"/> 8.1D recognize and model the virtues possessed by literary characters * | | | |

| Phonics and Word Study | Instructional Focus | | | |
|---|--|--|--|--|
| 8.2A use appropriate fluency when reading grade-level text | <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis) | | | |
| 8.2C use strategies to determine the meaning of unknown words while reading | <input type="checkbox"/> maintain previously learned skills (context, Greek and Latin roots, print or digital resources) | | | |

| Shared Reading | Instructional Focus | | | |
|---|--|--|--|--|
| 8.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts | Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis) Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information) | | | |
| 8.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts | Fiction <input type="checkbox"/> 8.3K.1 analyze how themes are developed through the interaction of characters and events <input type="checkbox"/> 8.3K.2 analyze how characters' motivations and behaviors influence events and resolution of the conflict <input type="checkbox"/> 8.3K.3 analyze non-linear plot development such as flashback, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development <input type="checkbox"/> 8.3K.4 explain how the setting influences the values and beliefs of characters <input type="checkbox"/> 8.3K.5 demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories <input type="checkbox"/> 8.3K.6 summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times * Poetry <input type="checkbox"/> 8.3L.1 analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry Drama <input type="checkbox"/> 8.3M.1 analyze how playwrights develop dramatic action using acts and scenes Informational Argumentative | | | |

| Independent Reading | Instructional Focus | | | |
|---|--|--|--|--|
| 8.4 self-select text and read independently | <input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *) | | | |

| Responding to Text | Instructional Focus | | | |
|--|---|--|--|--|
| 8.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed. | Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary) | | | |
| 8.6A analyze the authors' choices and how they influence and communicate meaning | <input type="checkbox"/> 8.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 8.6A.4 describe how the author's use of figurative language such as extended metaphor achieves specific purposes <input type="checkbox"/> 8.6A.5 identify and analyze the use of literary devices, including multiple points of view and irony <input type="checkbox"/> 8.6A.6 explain how Christian and Western symbols and symbolism communicate the battle between good and evil * <input type="checkbox"/> 8.6A.7 analyze how the author's use of language contributes to mood, voice, and tone <input type="checkbox"/> 8.6A.8 explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning | | | |

Unit 3: Exploring Literary Texts

| | | CHECKPOINT | | |
|---|--|------------|---|---|
| | | 1 | 2 | 3 |
| Writing | Instructional Focus | | | |
| 8.7A plan first drafts | <input type="checkbox"/> 8.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests | | | |
| 8.7B develop drafts | <input type="checkbox"/> 8.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 8.7B.3 apply author's craft purposefully | | | |
| 8.7C revise drafts | <input type="checkbox"/> 8.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety | | | |
| 8.7D edit drafts | <input type="checkbox"/> 8.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts | | | |
| | <input type="checkbox"/> 8.7D.5 correct capitalization | | | |
| | <input type="checkbox"/> 8.7D.6 punctuation | | | |
| | <input type="checkbox"/> 8.7D.7 correct spelling | | | |
| 8.7E publish written work | <input type="checkbox"/> 8.7E.1 publish written work for appropriate audiences | | | |
| 8.7F use the writing process to compose literary texts | <input type="checkbox"/> 8.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/> 8.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 8.7F compose poetry using genre characteristics and craft | | | |
| 8.7G use the writing process to compose informational texts | | | | |
| 8.7H use the writing process to compose argumentative texts | | | | |
| 8.7I compose correspondence | | | | |
| Research | Instructional Focus | | | |
| 8.8 use research skills to plan and present in written, oral, or multimodal formats | | | | |

Unit 4: Exploring Informational Texts

| CHECKPOINT | | |
|------------|---|---|
| 1 | 2 | 3 |

| Catholic Identity | Instructional Focus | | | |
|--|---|--|--|--|
| 8.1 analyze literature that reflects the transmission of a Catholic culture and worldview. | <input type="checkbox"/> 8.1B interpret and evaluate literature in a Christian spirit * | | | |

| Phonics and Word Study | Instructional Focus | | | |
|---|--|--|--|--|
| 8.2A use appropriate fluency when reading grade-level text | <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis) | | | |
| 8.2C use strategies to determine the meaning of unknown words while reading | <input type="checkbox"/> maintain and apply previously learned skills (context, Greek and Latin roots, print or digital resources) | | | |

| Shared Reading | Instructional Focus | | | |
|---|---|--|--|--|
| 8.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts | Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension) | | | |
| | Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information) | | | |
| 8.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts | Fiction | | | |
| | Poetry | | | |
| | Drama | | | |
| | Informational <input type="checkbox"/> 8.3N.1 analyze characteristics and structural elements of informational texts including the controlling idea and thesis with supporting evidence, features such as footnotes, endnotes and citations, and multiple organizational patterns within a text to develop the thesis | | | |
| | Argumentative <input type="checkbox"/> 8.3O.1 recognize characteristics and structures of argumentative text by identifying the claim and analyzing the argument, identifying and explaining the counterargument, and identifying the intended audience <input type="checkbox"/> 8.3O.2 identify how literature develops the faculty of personal judgment * <input type="checkbox"/> 8.3O.3 analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments * | | | |

| Independent Reading | Instructional Focus | | | |
|---|--|--|--|--|
| 8.4 self-select text and read independently | <input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *) | | | |

| Responding to Text | Instructional Focus | | | |
|--|---|--|--|--|
| 8.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed. | Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary) | | | |
| 8.6A analyze the authors' choices and how they influence and communicate meaning | <input type="checkbox"/> 8.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 8.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 8.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 8.6A.7 analyze how the author's use of language contributes to mood, voice, and tone <input type="checkbox"/> 8.6A.8 explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning | | | |

Unit 4: Exploring Informational Texts

| | | CHECKPOINT | | |
|---|---|---------------------|---|---|
| | | 1 | 2 | 3 |
| Writing | | Instructional Focus | | |
| 8.7A plan first drafts | <input type="checkbox"/> 8.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests | | | |
| 8.7B develop drafts | <input type="checkbox"/> 8.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 8.7B.3 apply author's craft purposefully | | | |
| 8.7C revise drafts | <input type="checkbox"/> 8.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety | | | |
| 8.7D edit drafts | <input type="checkbox"/> 8.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts | | | |
| | <input type="checkbox"/> 8.7D.5 correct capitalization | | | |
| | <input type="checkbox"/> 8.7D.6 punctuation | | | |
| | <input type="checkbox"/> 8.7D.7 correct spelling | | | |
| 8.7E publish written work | <input type="checkbox"/> 8.7E.1 publish written work for appropriate audiences | | | |
| 8.7F use the writing process to compose literary texts | | | | |
| 8.7G use the writing process to compose informational texts | <input type="checkbox"/> 8.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | | | |
| 8.7H use the writing process to compose argumentative texts | <input type="checkbox"/> 8.7H compose argumentative texts using genre characteristics and craft | | | |
| 8.7I compose correspondence | <input type="checkbox"/> 8.7I.1 compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure | | | |
| Research | | Instructional Focus | | |
| 8.8 use research skills to plan and present in written, oral, or multimodal formats | <input type="checkbox"/> 8.8A.1 generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 8.8A.2 develop and revise a plan <input type="checkbox"/> 8.8A.3 refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 8.8A.4 identify and gather relevant information from a variety of primary and secondary sources <input type="checkbox"/> 8.8A.5 synthesize information from a variety of sources <input type="checkbox"/> 8.8A.6 differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 8.8A.7 examine sources for reliability, credibility, and bias, including omissions <input type="checkbox"/> 8.8A.8 examine sources for faulty reasoning such as faulty reasoning such as bandwagon appeals, repetition, and loaded language <input type="checkbox"/> 8.8A.9 display academic citations and use source materials ethically <input type="checkbox"/> 8.8A.10 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | | | |

Reading and Writing – Grade 8 (all standards)

| | | CHECKPOINT | | |
|---|--|----------------------------|---|---|
| | | 1 | 2 | 3 |
| Catholic Identity | | Instructional Focus | | |
| 8.1 analyze literature that reflects the transmission of a Catholic culture and worldview. | <input type="checkbox"/> 8.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 8.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 8.1C share how literature ignites the creative imagination * <input type="checkbox"/> 8.1D recognize and model the virtues possessed by literary characters * | | | |
| Phonics and Word Study | | Instructional Focus | | |
| 8.2A use appropriate fluency when reading grade-level text | <input type="checkbox"/> 8.2A read at a rate to increase comprehension <input type="checkbox"/> 8.2A read with accuracy <input type="checkbox"/> 8.2A read with inflection and emphasis | | | |
| 8.2C use strategies to determine the meaning of unknown words while reading | <input type="checkbox"/> 8.2B.1 use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words <input type="checkbox"/> 8.2B.2 determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend and duc <input type="checkbox"/> 8.2B.3 use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech | | | |
| Shared Reading | | Instructional Focus | | |
| 8.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts | Tools to Know: Reading Process <input type="checkbox"/> 8.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 8.3B generate questions about text before, during, and after reading <input type="checkbox"/> 8.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 8.3D create mental images to deepen understanding <input type="checkbox"/> 8.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 8.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 8.3G make inferences and use evidence to support understanding <input type="checkbox"/> 8.3H evaluate details read to determine key ideas <input type="checkbox"/> 8.3I synthesize information to create new understanding | | | |
| 8.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts | Fiction <input type="checkbox"/> 8.3K.1 analyze how themes are developed through the interaction of characters and events <input type="checkbox"/> 8.3K.2 analyze how characters' motivations and behaviors influence events and resolution of the conflict <input type="checkbox"/> 8.3K.3 analyze non-linear plot development such as flashback, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development <input type="checkbox"/> 8.3K.4 explain how the setting influences the values and beliefs of characters <input type="checkbox"/> 8.3K.5 demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction and short stories <input type="checkbox"/> 8.3K.6 summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times * Poetry <input type="checkbox"/> 8.3L.1 analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry Drama <input type="checkbox"/> 8.3M.1 analyze how playwrights develop dramatic action using acts and scenes Informational <input type="checkbox"/> 8.3N.1 analyze characteristics and structural elements of informational texts including the controlling idea and thesis with supporting evidence, features such as footnotes, endnotes and citations, and multiple organizational patterns within a text to develop the thesis Argumentative <input type="checkbox"/> 8.3O.1 recognize characteristics and structures of argumentative text by identifying the claim and analyzing the argument, identifying and explaining the counterargument, and identifying the intended audience <input type="checkbox"/> 8.3O.2 identify how literature develops the faculty of personal judgment * <input type="checkbox"/> 8.3O.3 analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments * | | | |
| Independent Reading | | Instructional Focus | | |
| 8.4 self-select text and read independently | <input type="checkbox"/> 8.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 8.4B share beautifully told and well-crafted works * | | | |

Reading and Writing – Grade 8 (all standards)

| | | CHECKPOINT | | |
|--------------------|--|---|---|---|
| | | 1 | 2 | 3 |
| Responding to Text | | Instructional Focus | | |
| 8.5 | respond to an increasingly challenging variety of sources that are read, heard, or viewed. | Ways to Show: Response Skills <input type="checkbox"/> 8.5A describe personal connections to texts <input type="checkbox"/> 8.5B write responses that demonstrate implicit and explicit meanings of text <input type="checkbox"/> 8.5C use text evidence to support an appropriate response <input type="checkbox"/> 8.5D paraphrase and summarize texts <input type="checkbox"/> 8.5E respond using newly acquired vocabulary as appropriate | | |
| 8.6A | analyze the authors' choices and how they influence and communicate meaning | <input type="checkbox"/> 8.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 8.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 8.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 8.6A.4 describe how the author's use of figurative language such as extended metaphor achieves specific purposes <input type="checkbox"/> 8.6A.5 identify and analyze the use of literary devices, including multiple points of view and irony <input type="checkbox"/> 8.6A.6 explain how Christian and Western symbols and symbolism communicate the battle between good and evil * <input type="checkbox"/> 8.6A.7 analyze how the author's use of language contributes to mood, voice, and tone <input type="checkbox"/> 8.6A.8 explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning | | |

| Writing | | Instructional Focus | | |
|---------|--|---|--|--|
| 8.7A | plan first drafts | <input type="checkbox"/> 8.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests | | |
| 8.7B | develop drafts | <input type="checkbox"/> 8.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 8.7B.3 apply author's craft purposefully | | |
| 8.7C | revise drafts | <input type="checkbox"/> 8.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety | | |
| 8.7D | edit drafts | 8.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts ... <input type="checkbox"/> 8.7D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 8.7D.2 consistent appropriate use of verb tenses and active and passive voice <input type="checkbox"/> 8.7D.3 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 8.7D.4 pronoun-antecedent agreement <input type="checkbox"/> 8.7D.5 correct capitalization <input type="checkbox"/> 8.7D.6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses: <input type="checkbox"/> 8.7D.7 correct spelling, including commonly confused terms | | |
| 8.7E | publish written work | <input type="checkbox"/> 8.7E.1 publish written work for appropriate audiences | | |
| 8.7F | use the writing process to compose literary texts | <input type="checkbox"/> 8.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/> 8.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 8.7F compose poetry using genre characteristics and craft | | |
| 8.7G | use the writing process to compose informational texts | <input type="checkbox"/> 8.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | | |
| 8.7H | use the writing process to compose argumentative texts | <input type="checkbox"/> 8.7H compose argumentative texts using genre characteristics and craft | | |
| 8.7I | compose correspondence | <input type="checkbox"/> 8.7I.1 compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure | | |

Reading and Writing – Grade 8 (all standards)

| | | CHECKPOINT | | |
|---|---|------------|---|---|
| | | 1 | 2 | 3 |
| Research | Instructional Focus | | | |
| 8.8 use research skills to plan and present in written, oral, or multimodal formats | <ul style="list-style-type: none"> <input type="checkbox"/> 8.8A.1 generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 8.8A.2 develop and revise a plan <input type="checkbox"/> 8.8A.3 refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 8.8A.4 identify and gather relevant information from a variety of primary and secondary sources <input type="checkbox"/> 8.8A.5 synthesize information from a variety of sources <input type="checkbox"/> 8.8A.6 differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 8.8A.7 examine sources for reliability, credibility, and bias, including omissions <input type="checkbox"/> 8.8A.8 examine sources for faulty reasoning such as faulty reasoning such as bandwagon appeals, repetition, and loaded language <input type="checkbox"/> 8.8A.9 display academic citations and use source materials ethically <input type="checkbox"/> 8.8A.10 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | | | |