

**Unit 1: Reading and Writing Process**

		CHECKPOINT		
		1	2	3
<b>Catholic Identity</b>	<b>Instructional Focus</b>			
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 *			
<b>Literacy Routines</b>	<b>Instructional Focus</b>			
8.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 8.2A listen actively to interpret a message by summarizing, asking questions, and making comments <input type="checkbox"/> 8.2B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems <input type="checkbox"/> 8.2C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 8.2D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues			
<b>Word Study</b>	<b>Instructional Focus</b>			
8.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 8.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <input type="checkbox"/> 8.3B 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"/> 8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words			
<b>Shared Reading</b>	<b>Instructional Focus</b>			
8.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> 8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words <input type="checkbox"/> 8.4A adjust fluency when reading grade-level text <input type="checkbox"/> 8.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 8.5B generate questions about text before, during, and after reading to deepen understanding and gain information			
8.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 8.5C make and correct or confirm predictions using text features, characteristics of genre and structures <input type="checkbox"/> 8.5D create mental images to deepen understanding <input type="checkbox"/> 8.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
8.6/8.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> 8.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 8.5G make inferences and use evidence to support understanding <input type="checkbox"/> 8.5H evaluate details read to determine key ideas <input type="checkbox"/> 8.5I synthesize information to create new understanding			
	<b>Fiction</b>			
	<b>Poetry</b>			
	<b>Drama</b>			
	<b>Informational</b>			
	<b>Argumentative</b>			

Unit 1: Reading and Writing Process

CHECKPOINT		
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Independent Reading	Instructional Focus			
8.9 read grade-appropriate texts independently	<input type="checkbox"/> 8.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 8.9B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
8.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> 8.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 8.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres <input type="checkbox"/> 8.10C use text evidence to support an appropriate response <input type="checkbox"/> 8.10D paraphrase and summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 8.10E interact with sources in meaningful notetaking, annotating, freewriting, and illustrating <input type="checkbox"/> 8.10F respond using newly acquired vocabulary as appropriate <input type="checkbox"/> 8.10G discuss and write about the explicit or implicit meanings of text <input type="checkbox"/> 8.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice <input type="checkbox"/> 8.10I reflect on and adjust responses as new evidence is presented <input type="checkbox"/> 8.10J defend or challenge the authors' claims using relevant text evidence			
8.8 analyze the authors' choices and how they influence and communicate meaning				

Writing	Instructional Focus			
8.11A plan first drafts	<input type="checkbox"/> 8.11A <b>plan a first draft</b> 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			
8.11B develop drafts	<input type="checkbox"/> 8.11B.1 <b>develop drafts</b> into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
8.11C revise drafts	<input type="checkbox"/> 8.11C <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety			
8.11D edit drafts	<input type="checkbox"/> 8.11D.1 <b>edit drafts</b> using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 8.11D.2 consistent, appropriate use of verb tenses and active and passive voice <input type="checkbox"/> 8.11D.3 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 8.11D.4 pronoun-antecedent agreement <input type="checkbox"/> 8.11D.5 correct capitalization <input type="checkbox"/> 8.11D.6 punctuation, including commas in nonrestrictive phrases an clauses, semicolons, colons, and parentheses <input type="checkbox"/> 8.11D.7 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
8.11E publish written work	<input type="checkbox"/> 8.11E <b>publish written work</b> for appropriate audiences			
8.12A use the writing process to compose <b>literary texts</b>				
8.12B use the writing process to compose <b>informational texts</b>				
8.12C use the writing process to compose <b>argumentative texts</b>				
8.12D compose <b>correspondence</b>				

Research	Instructional Focus			
8.13 use research skills to plan and present in written, oral, or multimodal formats				

## Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
<b>Catholic Identity</b>	<b>Instructional Focus</b>			
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 * <input type="checkbox"/> 8.1C share how literature ignites the creative imagination *			
<b>Literacy Routines</b>	<b>Instructional Focus</b>			
8.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 8.2A listen actively to interpret a message by summarizing, asking questions, and making comments <input type="checkbox"/> 8.2B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems <input type="checkbox"/> 8.2C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 8.2D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues			
<b>Word Study</b>	<b>Instructional Focus</b>			
8.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 8.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <input type="checkbox"/> 8.3B 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"/> 8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words			
<b>Shared Reading</b>	<b>Instructional Focus</b>			
8.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> 8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words <input type="checkbox"/> 8.4A adjust fluency when reading grade-level text <input type="checkbox"/> 8.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 8.5B generate questions about text before, during, and after reading to deepen understanding and gain information <input type="checkbox"/> 8.5C make and correct or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 8.5D create mental images to deepen understanding <input type="checkbox"/> 8.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
8.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> 8.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 8.5G make inferences and use evidence to support understanding <input type="checkbox"/> 8.5H evaluate details read to determine key ideas <input type="checkbox"/> 8.5I synthesize information to create new understanding			
8.6/8.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Fiction</b> <input type="checkbox"/> 8.6A demonstrate knowledge of literary genres such as realistic fiction, adventure, historical fiction, mysteries, humor, fantasy, science fiction, and short stories <input type="checkbox"/> 8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict  <b>Poetry</b>  <b>Drama</b>  <b>Informational</b> <input type="checkbox"/> 8.6D analyze characteristics and structural elements of informational text, including: features such as footnotes, endnotes, and citations  <b>Argumentative</b>			
<b>Independent Reading</b>	<b>Instructional Focus</b>			
8.9 reads grade-appropriate texts independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *			

**Unit 2: Responding to Text/Writing Design**

		<b>CHECKPOINT</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
<b>Responding to Text</b>	<b>Instructional Focus</b>			
8.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b>			
	<input type="checkbox"/> 8.10A describe personal connections to a variety of sources, including self-selected texts			
	<input type="checkbox"/> 8.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres			
	<input type="checkbox"/> 8.10C use text evidence to support an appropriate response			
	<input type="checkbox"/> 8.10D paraphrase and summarize texts in ways that maintain meaning and logical order			
	<input type="checkbox"/> 8.10E interact with sources in meaningful notetaking, annotating, freewriting, and illustrating			
	<input type="checkbox"/> 8.10F respond using newly acquired vocabulary as appropriate			
	<input type="checkbox"/> 8.10G discuss and write about the explicit or implicit meanings of text			
	<input type="checkbox"/> 8.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice			
	<input type="checkbox"/> 8.10I reflect on and adjust responses as new evidence is presented			
<input type="checkbox"/> 8.10J defend or challenge the authors' claims using relevant text evidence				
8.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 8.8A analyze the author's purpose and message within a text			
	<input type="checkbox"/> 8.8C analyze how the use of text structure contributes to the author's purpose			
	<input type="checkbox"/> 8.8D analyze the author's use of print and graphic features to achieve specific purposes			

<b>Writing</b>	<b>Instructional Focus</b>			
8.11A plan first drafts	<input type="checkbox"/> 8.11A <b>plan a first draft</b> 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			
8.11B develop drafts	<input type="checkbox"/> 8.11B.1 <b>develop drafts</b> into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion			
	<input type="checkbox"/> 8.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
8.11C revise drafts	<input type="checkbox"/> 8.11C <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety			
8.11D edit drafts	<input type="checkbox"/> 8.11D.1 <b>edit drafts</b> using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments			
	<input type="checkbox"/> 8.11D.2 consistent, appropriate use of verb tenses and active and passive voice			
	<input type="checkbox"/> 8.11D.3 prepositions and prepositional phrases and their influence on subject-verb agreement			
	<input type="checkbox"/> 8.11D.4 pronoun-antecedent agreement			
	<input type="checkbox"/> 8.11D.5 correct capitalization			
	<input type="checkbox"/> 8.11D.6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, Colons, and parentheses			
	<input type="checkbox"/> 8.11D.7 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
8.11E publish written work	<input type="checkbox"/> 8.11E <b>publish written work</b> for appropriate audiences			
8.12A use the writing process to compose <b>literary texts</b>	<input type="checkbox"/> 8.12A.1 compose personal narratives using genre characteristics and craft			
8.12B use the writing process to compose <b>informational texts</b>	<input type="checkbox"/> 8.12B compose informational texts including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft			
8.12C use the writing process to compose <b>argumentative texts</b>				
8.12D compose <b>correspondence</b>				

<b>Research</b>	<b>Instructional Focus</b>			
8.13 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 *			

Literacy Routines	Instructional Focus			
8.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned skills			

Word Study	Instructional Focus			
8.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> maintain previously learned skills <input type="checkbox"/> 8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words			

Shared Reading	Instructional Focus			
8.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
8.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			

8.6/8.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Fiction</b> <input type="checkbox"/> 8.6A demonstrate knowledge of literary genres such as realistic fiction, adventure, historical fiction, mysteries, humor, fantasy, science fiction and short stories <input type="checkbox"/> 8.7A analyze how themes are developed through the interaction of characters and events <input type="checkbox"/> 8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict <input type="checkbox"/> 8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development <input type="checkbox"/> 8.7D explain how the setting influences the values and beliefs of characters <input type="checkbox"/> 8.7E summarize how literature helps us better understand ourselves, cultures and times			
	<b>Poetry</b> <input type="checkbox"/> 8.6B 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			
	<b>Drama</b> <input type="checkbox"/> 8.6C analyze how playwrights develop dramatic action through the use of acts and scenes			
	<b>Informational</b>			
	<b>Argumentative</b>			

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

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Responding to Text	Instructional Focus			
8.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
8.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 8.8A analyze the author's purpose and message within a text <input type="checkbox"/> 8.8B identify and analyze the use of literary devices, including multiple points of view and irony <input type="checkbox"/> 8.8C analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 8.8D analyze how the author's use print and graphic features to achieve specific purposes <input type="checkbox"/> 8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes <input type="checkbox"/> 8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning <input type="checkbox"/> 8.8H explain how Christian and Western symbols and symbolism communicate the battle between good and evil *			

Writing	Instructional Focus			
8.11A plan first drafts	<input type="checkbox"/> 8.11A <b>plan a first draft</b> 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			
8.11B develop drafts	<input type="checkbox"/> 8.11B.1 <b>develop drafts</b> into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
8.11C revise drafts	<input type="checkbox"/> 8.11C <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety			
8.11D edit drafts	<input type="checkbox"/> 8.11D.1 <b>edit drafts</b> using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 8.11D.2 consistent, appropriate use of verb tenses and active and passive voice <input type="checkbox"/> 8.11D.3 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 8.11D.4 pronoun-antecedent agreement <input type="checkbox"/> 8.11D.5 correct capitalization <input type="checkbox"/> 8.11D.6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses <input type="checkbox"/> 8.11D.7 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
8.11E publish written work	<input type="checkbox"/> 8.11E <b>publish written work</b> for appropriate audiences			
8.12A use the writing process to compose <b>literary texts</b>	<input type="checkbox"/> 8.12A.1 compose personal narratives using genre characteristics and craft <input type="checkbox"/> 8.12A.2 compose fiction using genre characteristics and craft <input type="checkbox"/> 8.12A.3 compose poetry using genre characteristics and craft			
8.12B use the writing process to compose <b>informational texts</b>				
8.12C use the writing process to compose <b>argumentative texts</b>				
8.12D compose <b>correspondence</b>				

Research	Instructional Focus			
8.13 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 *			

Literacy Routines	Instructional Focus			
8.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned oral communication skills			

Word Study	Instructional Focus			
8.3 use skills to support strategies for determining 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				
8.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)				
8.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)				
8.6/8.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Fiction</b>				
	<b>Poetry</b>				
	<b>Drama</b>				
	<b>Informational</b>	<input type="checkbox"/> 8.6D analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations			
		<input type="checkbox"/> 8.6D.1 analyze the controlling idea or thesis with supporting evidence			
		<input type="checkbox"/> 8.6D.2 analyze multiple organizational patterns within a text to develop the thesis			
	<b>Argumentative</b>	<input type="checkbox"/> 8.6E analyze characteristics and structures of argumentative text			
		<input type="checkbox"/> 8.6E.1 identify the claim and analyze the argument			
		<input type="checkbox"/> 8.6E.2 identify the intended audience or reader			
		<input type="checkbox"/> 8.6E.3 identify and explain the counter argument			
		<input type="checkbox"/> 8.7E identify how literature develops the faculty of personal judgment *			
		<input type="checkbox"/> 8.7F analyze how literature assists in the ability to make judgments based on right and wrong*			
		<input type="checkbox"/> 8.8A analyze characteristics and structures of argumentative text			

Independent Reading	Instructional Focus			
8.9 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	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
8.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 8.8A analyze the author's purpose and message within a text			
	<input type="checkbox"/> 8.8B identify and analyze the use of literary devices, including multiple points of view and irony			
	<input type="checkbox"/> 8.8C analyze how the use of text structure contributes to the author's purpose			
	<input type="checkbox"/> 8.8D analyze the author's use of print and graphic features to achieve specific purposes			
	<input type="checkbox"/> 8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes			
	<input type="checkbox"/> 8.8F analyze how the author's use of language contributes to mood, voice, and tone			
	<input type="checkbox"/> 8.8G 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			
8.11A plan first drafts	<input type="checkbox"/> 8.11A <b>plan a first draft</b> 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			
8.11B develop drafts	<input type="checkbox"/> 8.11B.1 <b>develop drafts</b> into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
8.11C revise drafts	<input type="checkbox"/> 8.11C <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety			
8.11D edit drafts	<input type="checkbox"/> 8.11D.1 <b>edit drafts</b> using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 8.11D.2 consistent, appropriate use of verb tenses and active and passive voice <input type="checkbox"/> 8.11D.3 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 8.11D.4 pronoun-antecedent agreement <input type="checkbox"/> 8.11D.5 correct capitalization <input type="checkbox"/> 8.11D.6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses <input type="checkbox"/> 8.11D.7 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
8.11E publish written work	<input type="checkbox"/> 8.11E <b>publish written work</b> for appropriate audiences			
8.12A use the writing process to compose <b>literary texts</b>				
8.12B use the writing process to compose <b>informational texts</b>	<input type="checkbox"/> 8.12B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristic and craft			
8.12C use the writing process to compose <b>argumentative texts</b>	<input type="checkbox"/> 8.12C compose multi-paragraph argumentative texts using genre characteristics and craft			
8.12D compose <b>correspondence</b>	<input type="checkbox"/> 8.12D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure			
Research	Instructional Focus			
8.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 8.13A generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 8.13B develop and revise a plan <input type="checkbox"/> 8.13C refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 8.13D identify and gather relevant information from a variety of sources <input type="checkbox"/> 8.13E differentiate between primary and secondary sources <input type="checkbox"/> 8.13F synthesize information from a variety of sources <input type="checkbox"/> 8.13G differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 8.13H examine sources for: <input type="checkbox"/> 8.13H.1 reliability, credibility, and bias, including omission <input type="checkbox"/> 8.13H.2 faulty reasoning such as bandwagon appeals, repetition, and loaded language <input type="checkbox"/> 8.13I display academic citations and use source materials ethically <input type="checkbox"/> 8.13J 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 *			

Literacy Routines	Instructional Focus			
8.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 8.2A listen actively to interpret a message by summarizing, asking questions, and making comments <input type="checkbox"/> 8.2B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems <input type="checkbox"/> 8.2C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 8.2D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues			

Word Study	Instructional Focus			
8.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 8.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <input type="checkbox"/> 8.3B 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"/> 8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words			

Shared Reading	Instructional Focus			
8.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> 8.3C use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words <input type="checkbox"/> 8.4A adjust fluency when reading grade-level text <input type="checkbox"/> 8.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 8.5B generate questions about text before, during, and after reading to deepen understanding and gain information			
8.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 8.5C make and correct or confirm predictions using text features, characteristics of genre and structures <input type="checkbox"/> 8.5D create mental images to deepen understanding <input type="checkbox"/> 8.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
8.6/8.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> 8.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 8.5G make inferences and use evidence to support understanding <input type="checkbox"/> 8.5H evaluate details read to determine key ideas <input type="checkbox"/> 8.5I synthesize information to create new understanding			
	<b>Fiction</b> <input type="checkbox"/> 8.6A demonstrate knowledge of literary genres such as realistic fiction, adventure, historical fiction, mysteries, humor, fantasy, science fiction, and short stories <input type="checkbox"/> 8.7A analyze how themes are developed through the interaction of characters and events <input type="checkbox"/> 8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict			
	<input type="checkbox"/> 8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, parallel plot structures and compare it to linear plot development <input type="checkbox"/> 8.7D explain how the setting influences the values and beliefs of characters <input type="checkbox"/> 8.7E summarize how literature helps us better understand ourselves, cultures and times <input type="checkbox"/> 8.8A explain the author's purpose and message within a text			
	<b>Poetry</b> <input type="checkbox"/> 8.6B 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			
	<b>Drama</b> <input type="checkbox"/> 8.6C analyze how playwrights develop dramatic action through the use of acts and scenes			
	<b>Informational</b> <input type="checkbox"/> 8.6D 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			

**Reading and Writing – Grade 8 (all standards)**

		CHECKPOINT			
		1	2	3	
		<b>Argumentative</b> <input type="checkbox"/> 8.6E analyze characteristics and structures of argumentative text <input type="checkbox"/> 8.7D identify how literature develops the faculty of personal judgment * <input type="checkbox"/> 8.7E 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 *			
<b>Independent Reading</b>		<b>Instructional Focus</b>			
8.9	read grade-appropriate texts independently	<input type="checkbox"/> 8.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 8.9B share beautifully told and well-crafted works *			
<b>Responding to Text</b>		<b>Instructional Focus</b>			
8.10	respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> 8.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 8.10B write responses that demonstrate understanding of texts, including comparing sources Within and across genres <input type="checkbox"/> 8.10C use text evidence to support an appropriate response <input type="checkbox"/> 8.10D paraphrase and summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 8.10E interact with sources in meaningful notetaking, annotating, freewriting and Illustrating			
8.8	analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 8.8A analyze the author's purpose and message within a text * <input type="checkbox"/> 8.8B identify and analyze how the use of literary devices including multiple points of view and irony <input type="checkbox"/> 8.8C analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 8.8D analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 8.8E describe how the author's use of figurative language such as extended metaphor achieves specific purposes <input type="checkbox"/> 8.8F analyze how the author's use of language contributes to mood, voice, and tone <input type="checkbox"/> 8.8G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning <input type="checkbox"/> 8.8H explain how Christian and Western symbols and symbolism communicate the battle between good and evil *			

**Reading and Writing – Grade 8 (all standards)**

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
8.11A plan first drafts	<input type="checkbox"/> 8.11A <b>plan a first draft</b> 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			
8.11B develop drafts	<input type="checkbox"/> 8.11B.1 <b>develop drafts</b> into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 8.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
8.11C revise drafts	<input type="checkbox"/> 8.11C <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety			
8.11D edit drafts	<input type="checkbox"/> 8.11D.1 <b>edit drafts</b> using standard English conventions, including: complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 8.11D.2 consistent, appropriate use of verb tenses and active and passive voice <input type="checkbox"/> 8.11D.3 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 8.11D.4 pronoun-antecedent agreement <input type="checkbox"/> 8.11D.5 correct capitalization <input type="checkbox"/> 8.11D.6 punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses <input type="checkbox"/> 8.11D.7 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
8.11E publish written work	<input type="checkbox"/> 8.11E <b>publish written work</b> for appropriate audiences			
8.12A use the writing process to compose <b>literary texts</b>	<input type="checkbox"/> 8.12A.1 compose personal narratives using genre characteristics and craft <input type="checkbox"/> 8.12A.2 compose fiction using genre characteristics and craft <input type="checkbox"/> 8.12A.3 compose poetry using genre characteristics and craft			
8.12B use the writing process to compose <b>informational texts</b>	<input type="checkbox"/> 8.12B compose informational texts, including multi-paragraph essays that convey Information about a topic, using a clear controlling idea or thesis statement and Genre characteristics and craft			
8.12C use the writing process to compose <b>argumentative texts</b>	<input type="checkbox"/> 8.12C compose multi-paragraph argumentative texts using genre characteristics and craft			
8.12D compose <b>correspondence</b>	<input type="checkbox"/> 8.12D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure			

Research	Instructional Focus			
8.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 8.13A generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 8.13B develop and revise a plan <input type="checkbox"/> 8.13C refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 8.13D identify and gather relevant information from a variety of sources <input type="checkbox"/> 8.13E differentiate between primary and secondary sources <input type="checkbox"/> 8.13F synthesize information from a variety of sources <input type="checkbox"/> 8.13G differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 8.13H examine sources for: <input type="checkbox"/> 8.13H.1 reliability, credibility, and bias, including omission <input type="checkbox"/> 8.13H.2 faulty reasoning such as bandwagon appeals, repetition, and loaded language <input type="checkbox"/> 8.13I display academic citations and use source materials ethically <input type="checkbox"/> 8.13J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			