

8th Grade English Language Arts

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

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Groveport Madison ELA Pacing Guide ➤ Indicates Blueprint Focus Standards

8th	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
1st 9 Weeks	<ul style="list-style-type: none"> ➤ RL.8.3 (a,b) Analyze incidents, characters, & decisions ➤ RL.8.6 Analyze how point of view creates effects ➤ RL.8.1 Cite textual evidence ➤ RL.8.4 Determine the meaning of words and phrases RL.8.10 Read complex literary text 	<ul style="list-style-type: none"> ➤ RI.8.3 Analyze how a text makes connections ➤ RI.8.6 Determines author's perspective/note how author responds to conflicting views ➤ RI.8.4 Determine the meaning of words and phrases ➤ RI.8.1 Cite textual evidence RI.8.10 Read complex informational text 	<ul style="list-style-type: none"> ➤ W.8.3 (a,b,c,d,e) Write detailed narratives ➤ W.8.4 Produce clear and coherent writing ➤ W.8.5 Develop and strengthen writing through processes ➤ W.8.6 Use technology to produce and publish writing W.8.10 Write routinely over a variety of hg time frames 	<ul style="list-style-type: none"> SL.8.1 (a,b,c,d) Prepare & participate in collaborations 	<ul style="list-style-type: none"> ➤ L.8.1 (a,b,c,d) Demonstrate command of conventions and usage ➤ L.8.3(a,b) Use knowledge of language and convention ➤ L.8.4 (a,b,c,d) Determine and clarify meaning of unknown words and phrases ➤ L.8.5 (a,b,c) Demonstrate understanding of figurative language, word relationships and nuances in word meanings ➤ L.8.6 Acquire and use academic and domain specific appropriate words and phrases
2nd 9 Weeks	<ul style="list-style-type: none"> ➤ RL.8.2(a,b) Determine theme/central idea/analyze development & incorporate into summary ➤ RL.8.3 (a,b)Analyze incidents, characters, & decisions ➤ RL.8.1 Cite textual evidence ➤ RL.8.4 Determine the meaning of words and phrases ➤ RL.8.5 Compare/contrast structure of two dif texts 	<ul style="list-style-type: none"> ➤ RI.8.1 Cite textual evidence ➤ RI.8.2(a,b)Analyze central idea/incorporate development into summary ➤ RI.8.3 Analyze how a text makes connections ➤ RI.8.4 Determine the meaning of words and phrases ➤ RI.8.5 Analyze details and structure of text RI.8.10 Read complex informational text 	<ul style="list-style-type: none"> ➤ W.8.1 (a,cb,c,d,e,f) Write arguments to support claims ➤ W.8.2 (a,b,c,d,e,f,g) Write informative and explanatory texts with theses ➤ W.8.9 (a,b) Draw evidence from text ➤ W.8.4 Produce clear and coherent writing ➤ W.8.5 Develop and strengthen writing through revision processes ➤ W.8.6 Use technology to produce and publish writing 	<ul style="list-style-type: none"> SL.8.2 Analyze presentation purpose SL.8.3 Evaluate speaker's point of view SL.8.4 Present claims and findings 	<ul style="list-style-type: none"> ➤ L.8.1 (a,b,c,d) Demonstrate command of conventions and usage ➤ L.8.2 (a,b,c) Demonstrate command of grammatical conventions ➤ L.8.3 (a,b) Use knowledge of language and conventions ➤ L.8.4 (a,b,c,d) Determine and clarify meaning of unknown words and phrases

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	Reading Literature	Reading Information	Writing	Speaking and Listening	Language
3rd 9 weeks	<p>➤ <u>RL.8.2(a,b)</u> Determine theme/central idea/analyze development & incorporate into summary</p> <p>➤ <u>RL.8.4</u> Determine the meaning of words and phrases</p> <p>➤ <u>RL.8.7</u> Analyze a live production of script</p> <p>➤ <u>RL.8.9</u> Analyze source materials</p> <p>➤ <u>RL.8.1</u> Cite textual evidence</p> <p><u>RL.8.10</u> read and comprehend complex literary text</p>	<p>➤ <u>RI.8.1</u> Cite textual evidence</p> <p>➤ <u>RI.8.2(a,b)</u>Analyze central idea/incorporate development into summary</p> <p>➤ <u>RI.8.4</u> Determine the meaning of words and phrases</p> <p>➤ <u>RI.8.7</u> Analyze two different mediums/ presenting one topic</p> <p>➤ <u>RI.8.8</u> Delineate/ evaluate argument and claims</p> <p>➤ <u>RI.8.9</u> Analyze conflicting information in source material</p> <p><u>RI.8.10</u> read complex informational text</p>	<p>➤ <u>W.8.1</u> (a,cb,c,d,e) Write arguments to support claims</p> <p>➤ <u>W.8.9 (a,b)</u> Draw evidence from text</p> <p>➤ <u>W.8.2</u> (a,b,c,d,e,f) Write informative and explanatory texts</p> <p>➤ <u>W.8.7</u> Conduct short research projects</p> <p>➤ <u>W.8.8</u> Gather information from credible digital and print sources</p> <p>➤ <u>W.8.6</u> Use technology to produce and publish writing</p>	<p><u>SL.8.3</u> Evaluate speaker's point of view</p> <p><u>SL.8.4</u> Present claims and findings</p> <p><u>SL.8.5</u> Integrate strategic use of digital media</p>	<p>➤ <u>L.8.1 (a,b,c,d)</u> Demonstrate command of conventions and usage</p> <p>➤ <u>L.8.2 (a,b,c)</u> Demonstrate command of grammatical conventions</p> <p>➤ <u>L.8.3</u> Use knowledge of language and convention</p> <p>➤ <u>L.8.4 (a,b,c,d)</u> Determine and clarify meaning of unknown words and phrases</p> <p>➤ <u>L.8.6</u> Acquire and use academic/ domain specific appropriate words & phrases</p>
4th 9 weeks	<p>➤ <u>RL.8.6</u> Analyze how point of view creates effects</p> <p>➤ <u>RL.8.1</u> Cite textual evidence</p> <p>➤ <u>RL.8.4</u> Determine the meaning of words and phrases</p> <p>➤ <u>RL.8.7</u> Analyze a live production of script</p> <p><u>RL.8.10</u> Routinely read, comprehend, and connect to complex literary text</p>	<p>➤ <u>RI.8.1</u> Cite textual evidence</p> <p>➤ <u>RI.8.4</u> Determine the meaning of words and phrases</p> <p>➤ <u>RI.8.7</u> Analyze two different mediums/ presenting one topic</p> <p><u>RI.8.10</u> Routinely read complex informational text</p>	<p>➤ <u>W.8.1 (a,b,c,d,e)</u> Write arguments to support claims</p> <p>➤ <u>W.8.4</u> Produce clear and coherent writing</p> <p>➤ <u>W.8.5</u> Develop and strengthen writing through revision processes</p> <p>➤ <u>W.8.6</u> Use technology to produce and publish writing</p> <p>➤ <u>W.8.8</u> Gather information from credible digital and print sources</p> <p>➤ <u>W.8.9</u> Draw evidence from text</p> <p><u>W.8.10</u> Write routinely over extended time frames</p>	<p><u>SL.8.3</u> Evaluate speaker's point of view</p> <p><u>SL.8.2</u> Analyze presentation purpose</p> <p><u>SL.8.6</u> Adapt speech to a variety of concepts and tasks</p>	<p>➤ <u>L.8.1 (a,b,c,d)</u> Demonstrate command of conventions and usage</p> <p>➤ <u>L.8.2 (a,b,c)</u> Demonstrate command of grammatical conventions</p> <p>➤ <u>L.8.6</u> Acquire and use academic and domain specific appropriate words and phrases</p>

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.1

Standard: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)

- How can I provide the best proof from the text to support meaning of the text?

Essential Skills

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Recognize the difference between inference and what is explicitly stated
- Support inference using several pieces from the text
- Provide varying degrees of support (evidence)

Vocabulary

- cite
- analyze
- explicit
- textual evidence
- inference
- conclude

Criteria for Success (Performance Level Descriptors)

Limited: Identify details to support a basic analysis of the text.
Basic: Cite examples of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
Proficient: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Accelerated: Cite the textual evidence that most strongly supports a deep analysis of the text as well as inferences drawn from the text.
Advanced: Cite the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary
- Assimilating prior knowledge
- Making and revising predictions

Question Stems

- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that.
- What evidence (textual or informational) most strongly supports your analysis?

RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 9 - 10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.2

Standard: Analyze literary text development.
 a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
 b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.

Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question(s)

- In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?
- How can I briefly and accurately express the key elements/ideas of the story?
- How does the narrator or characters' behaviors contribute to the theme?

Essential Skills

- Determine theme or central idea
- Analyze theme/central idea development
- Make inferences
- Formulate an objective summary of the text
- Understand theme /character relationships
- Understand theme/setting
- Understand theme/plot

Question Stems

- What is the theme or central idea?
- Cite evidence from the text to support your determination of the theme/central idea.
- An example of how the theme develops/recurs in the text is_____.
- How can you objectively summarize the text?
- How does the development of character, setting, and/ or plot contribute to the central theme or idea?

Vocabulary

- determine
- theme
- central idea
- analyze
- objective
- summarize
- cite evidence

Criteria for Success

(Performance Level Descriptors)

Limited: Identify an explicit theme or central idea; provide a partial summary of the text.
Basic: Identify a theme or central idea of a text; analyze characters, setting and plot; provide a simple summary of the text.
Proficient: Determine a theme or central idea of a text and analyze its development over the course of a text, including its relationship to the characters, setting and plot; provide an objective summary of the text.
Accelerated: Analyze a theme or central idea and its development over the course of a text; evaluate its relationship to the narrative elements; provide a specific objective summary of the text.
Advanced: Evaluate multiple or implicit themes or central ideas and provides a deep analysis about their development over the course of a text; evaluate their relationship to the narrative elements; provide a succinct objective summary of the text.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary
- Assimilating prior knowledge
- Making and revising predictions

RL 7.2: Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.

RL 9 – 10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.3

Standard: 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.

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Question(s)

- How does behavior of the characters cause an action or reactions in the text?

Essential Skills

- Understand causal relationship of dialogue and/or events on plot development
- Identify elements of literature plot
- Identify elements of literature dialogue
- Analyze lines of dialogue for:
 - propelling action
 - revealing characters
 - provoking decisions
- Analyze lines of incidents for:
 - propelling action
 - revealing characters
 - provoking decisions

Vocabulary

- dialogue
- incident
- propel
- aspect
- reveal
- provoke

Criteria for Success (Performance Level Descriptors)

Limited: Identify specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of the character.

Basic: Describe how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of the character.

Proficient: Analyze how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision.

Accelerated: Analyze the effectiveness of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision.

Advanced: Analyze and evaluate the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary
- Assimilating prior knowledge
- Making and revising predictions

Question Stems

- What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- What is revealed about the character by events or dialogue?
- What decision is provoked by _____ incident?

RL 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 9 – 10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.4

Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.)

Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Question(s)

- How does the author’s use of specific types of figurative language and connotation affect the meaning of the text?
- How do analogies or allusions to other text impact tone and mood in the text?

Essential Skills

- Understand figurative language
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Identify and understand the use of analogies and allusion
- Determine the figurative and connotative meanings of words and phrases as they are used in the text
- Analyze the impact of word choices, analogies, and allusions on meaning and tone

Vocabulary

- figurative meaning
- connotative meaning
- analyze
- impact
- tone
- word choice
- determine
- analogies
- allusions

Criteria for Success

(Performance Level Descriptors)

Limited: Determines the meaning (including figurative and connotative meanings) of words and phrases.

Basic: Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of word choices on meaning and tone, including analogies or allusions to other texts.

Proficient: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and nuanced meanings; uses common, Greek or Latin affixes and roots as context clues; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions.

Accelerated: Determine figurative, connotative, and nuanced meanings of words and phrases; use common, Greek or Latin affixes and roots as context clues; analyzes the impact of word choices on meaning and tone.

Advanced: Determine the meaning of complex words and phrases as they are used in the text, including figurative, connotative, and nuanced meanings; uses common, Greek or Latin affixes and roots as context clues; analyze subtle differences that impact meaning and tone, including analogies or allusions.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary

Question Stems

- What does the word/phrase _____ mean in this selection?
- Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- How does the author’s use of repetition of sounds impact the tone of the text?
- According to this passage, a _____ is like a _____ because both _____.
- The author uses connotation to _____.
- What is the meaning of the analogy _____?
- What does _____ allude to?

RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of

RL 9 – 10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time/place; how it sets a formal or informal tone).

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.5

Standard: Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style.

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Question(s)

- How does the text structure help me understand the text?
- Why does the structure of the text matter?
- How can text structures of different texts contribute to meaning and style?

Essential Skills

- Understand text structures and their forms
- Understand and analyze how text structure contributes to the meaning of a text.
- Compare and contrast structures of two literary text
- Analyze how the structure of each text contributes to its meaning and style.
- Analyze how an author’s choices concerning how to structure a text, order events within it

Vocabulary

- analyze
- text structure
- contribute
- compare
- contrast
- differ

Criteria for Success (Performance Level Descriptors)

Limited: Compare and contrast the content of two texts.

Basic: Compare and contrast the structure of two or more texts, describing the connection to their meaning and style.

Proficient: Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.

Accelerated: Compare and contrast the structure of two or more texts, analyzing how differing structures effectively contribute meaning and style.

Advanced: Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style and evaluating their effectiveness.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary
- Fiction-Nonfiction Pairs

Question Stems

- What is the structure of each text?
- How are the structure similar/different?
- What is the meaning of each text?
- How does the structure of the text contribute to its meaning?
- How would the meaning of the text have been different if it were written as a _____?

RL 7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL 9 – 10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.6

Standard: Analyze how a differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

Anchor: Assess how point of view or purpose shapes the content and style of a text.

Essential Question(s)

- How do different points of view within the story create suspense or humor?

Essential Skills

- Explain and identify various points of view
- Understand and explain the development of the narrator’s or speaker’s point of view.
- Contrast the points of the character and the audience/reader.
- Determine the effect of differing points of view.
- Recognize and understand text devices (e.g. irony)
- Recognize and understand text effects (e.g. suspense, humor)
- Compare and contrast the author’s evidence and/or viewpoints to conflicting evidence and/or viewpoints.
- Analyze the techniques the author uses to respond to conflicting evidence.

Vocabulary

- author
- point of view
- develop
- narrator
- omniscient
- subjective
- objective
- point of view
- dramatic
- effect
- suspense

Criteria for Success (Performance Level Descriptors)

Limited: Describe how differences in the points of view of the characters or the reader affect the text.
Basic: Analyze how differences in the points of view of the characters or the reader affect the text.
Proficient: Analyze how differences in the points of view of the characters or the reader create such effects as suspense or humor in the text.
Accelerated: Analyze how differences in the viewpoints of the characters and reader create such effects as suspense or humor and describe their impact on the text.
Advanced: Analyze how differences in the viewpoints of the characters and reader create such effects as suspense or humor and analyze their impact on the text.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary
- Discussion and debate
- Assimilating prior knowledge

Question Stems

- What is the character’s’ point of view?
- Which words from the _____ show that it is written in _____ person?
- How does the author’s word choice help to develop the narrator/ speaker’s point of view?
- Does the character’s point of view differ from that of the audience? If so what effect is created?

RL 7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL 9 – 10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.7

Standard: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Essential Question(s)	Vocabulary	Criteria for Success (Performance Level Descriptors)
<p><input type="checkbox"/> How does a filmed or live production of a story differ from the written version of text?</p> <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare & contrast a production of a drama or story with the script <input type="checkbox"/> Determine and evaluate the effect of variance from the script <input type="checkbox"/> Analyze the faithfulness or departure between the text of a story or drama and the live or filmed production <input type="checkbox"/> Evaluate the outcome/impact of choices made by directors and actors 	<ul style="list-style-type: none"> <input type="checkbox"/> analyze <input type="checkbox"/> production <input type="checkbox"/> depart <input type="checkbox"/> faithful <input type="checkbox"/> evaluate <input type="checkbox"/> extent <input type="checkbox"/> director <input type="checkbox"/> production <input type="checkbox"/> event <input type="checkbox"/> senses <input type="checkbox"/> medium <input type="checkbox"/> techniques <input type="checkbox"/> portray 	<p>Limited: Describe basic ways in which a film of a story or drama stays faithful to or departs from the text or script.</p> <p>Basic: Describe the extent to which a film of a story or drama stays faithful to a text or script, identifying how differences made by directors or actors affects meaning.</p> <p>Proficient: Analyze the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>Accelerated: Analyze the extent to which a film of a story of drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors and examining alternate treatments.</p> <p>Advanced: Analyze the extent to which a film of a story of drama stays faithful to or departs from the text or script, evaluating choices made by directors or actors, interpreting the effectiveness of the adaptation, and examining alternate treatments.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge ● Text-based questions ● Seeking meaning of unknown vocabulary
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the production differ from the script? <input type="checkbox"/> Why do you think the director chose to depart/stay faithful to the script? <input type="checkbox"/> Do you agree with the director’s choice why or why not? <input type="checkbox"/> Evaluate the effectiveness of the media techniques used to portray the work. <input type="checkbox"/> Select an event from the book and compare it to a scene from the production. How are the different and why? <input type="checkbox"/> What senses were most stimulated by the production? <input type="checkbox"/> What medium most impacts your understanding of the selected work? <input type="checkbox"/> How does reading a story compare to the audio or video version? 		

RL 7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL 9 -10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.9

Standard: Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new.

Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question(s)

- How does a modern event relate to a classical text to create an updated account?

Essential Skills

- Identify themes, pattern of events & character types in literature
- Compare modern fictional elements with traditional pieces
- Identify how similar elements are modernized
- Compare and contrast themes in modern fiction to myth/traditional story/religious work
- Compare and contrast patterns of events in modern fiction to myth/traditional story/religious work
- Compare and contrast character types in modern fiction to myth/traditional story/religious work.
- Evaluate how myths, traditional stories, or religious works are rendered new

Vocabulary

- analyze
- theme
- myth
- traditional
- render
- modern
- religious
- elements
- deviate

Criteria for Success

(Performance Level Descriptors)

Limited: Identify how a modern work of fiction draws on patterns of events or character types from myths, traditional stories, or religious works

Basic: Identify how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

Proficient: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

Accelerated: Cite specific evidence to support an analysis of how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

Advanced: Cite specific evidence that most strongly supports a deep analysis of how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

Question Stems

- What are the theme patterns of events and or character types of the texts?
- How do the elements in the moderns texts compare with traditional works?
- What changes are made to the _____, to modernize it?

Key Strategies

- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Text-based questions
- Seeking meaning of unknown vocabulary

RL 7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL 9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RL 8.10

Standard: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Anchor: Read and comprehend complex literary and informational texts independently and proficiently.

Essential Question(s)

- What strategies am I using to become an independent and proficient reader of literary texts?

Essential Skills

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

Vocabulary

- text complexity
- independent
- proficient
- comprehend
- genre
- fiction
- nonfiction

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Text-based questions
- Fiction-Nonfiction Pairs
- Making and revising predictions
- Seeking meaning of unknown vocabulary

Question Stems

- What have you read independently lately?
- What genres have you recently read?
- What genre did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to read a more complex text or different type of literature?
- What is the lexile level of this text?
- Briefly summarize the plot and theme of the text.

RL 7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 9 – 10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.1

Standard: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)

- How can I provide proof of what I have learned from different kinds of text?

Essential Skills

- Identify what is explicitly stated in text
- Identify inference that can be drawn from the text
- Provide support for analysis of text
- Identify hierarchy of evidence to support analysis
- Determine supporting details for what is explicitly stated
- Determine supporting details for inferences made
- Make inferences about what is said in the text
- Analyze and cite details to determine which ones most strongly support the idea either explicitly or inferred

Vocabulary

- textual evidence
- analysis
- explicit
- inference
- cite

Criteria for Success (Performance Level Descriptors)

Limited: Identify evidence to support an analysis of what the text says explicitly.

Basic: Cite examples of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

Proficient: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Accelerated: Cite the textual evidence that most strongly supports a deep analysis of the text as well as inferences drawn from the text.

Advanced: Cite the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text.

Question Stems

- What is stated explicitly in the text?
- What information can you draw?
- What evidence leads you to this conclusion?
- What evidence is most supportive of your analysis?
- What inferences can you make? What evidence can you provide to support your inferences?

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 9 – 10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.2

Standard: Analyze informational text development.

- a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- b. Incorporate central ideas and their relationships into an objective summary of the text.

Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question(s)

- How can I use the relationship between the main idea and details to summarize the text?

Essential Skills

- Identify central idea of a text
- Identify ideas that support the central idea of a text
- Determine the relationship between the central ideas and supporting ideas
- Analyze the development of the central idea
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary

Vocabulary

- central idea
- analyze
- development
- relationship
- supporting
- summary

Criteria for Success (Performance Level Descriptors)

Limited: Identify a central idea of a text and provide a basic retelling of the text.
Basic: Identify a central idea of a text and follow its development over the course of a text; provide a simple, summary of the text.
Proficient: Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas, and provide an objective summary of the text.
Accelerated: Analyze a central idea and its development over the course of a text; evaluate the strength of each supporting idea; provide a specific, objective summary of the text.
Advanced: Evaluate multiple or implicit central ideas and provide a deep analysis about their development over the course of a text; evaluate how supporting ideas connect to the central idea; provide a succinct, objective summary of the text.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary

Question Stems

- What is the central idea?
- How is the central idea developed?
- What supporting ideas are included in the text?
- How can you objectively summarize the text?
- What makes your summary objective?
- What is your analysis of the text?
- Is the central idea is conveyed throughout the text?

RI 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RL 9 – 10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.3

Standard: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Question(s)

- How can the connections made in the text help me understand the text?

Essential Skills

- Identify individuals, events, and ideas in a text
- Analyze connections made amongst individuals, ideas, events.
- Recognize and interpret comparisons and analogies

Vocabulary

- Analyze
- connection
- distinction
- comparison
- analogy
- category

Criteria for Success

(Performance Level Descriptors)

Limited: Describe how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Basic: Analyze how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Proficient: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Accelerated: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) and analyze their rhetorical impact on the text.

Advanced: Analyze how a text makes implicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) and evaluate their rhetorical impact on the text.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary

Question Stems

- What connections can you make among the text's individuals, ideas, or events? How might you compare or categorize the connections?
- What distinctions can you make between the text's individuals, ideas, or events? How might you compare or categorize the between?
- What analogy best illustrates the connections/distinctions found in the text?

RI 7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI 9 – 10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.4

Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
(See grade 8 Language standards 4-6 for additional expectations.)

Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Question(s)

- How can I learn the meaning of words and phrases in the text?
- How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?
- How do analogies or allusions to other text impact tone and mood in the text

Essential Skills

- Understand connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Identify words and phrases that include analogies and allusions to other texts
- Analyze the impact of word choice on meaning and tone
- Analyze the impact of analogies and allusions to the meaning and tone of other texts

Vocabulary

- figurative
- connotative
- technical
- specific
- tone
- analogy
- allusion
- selection

Criteria for Success

(Performance Level Descriptors)

Limited: Determine the meaning of words and phrases, including figurative and connotative meanings.

Basic: Determine the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone.

Proficient: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, technical, and nuanced meanings; uses common, Greek or Latin affixes and roots as clues to the meaning of a word; analyze the impact of specific word choices on meaning and tone.

Accelerated: Determine the meaning of complex words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots with limited context; analyze and evaluate the impact of word choices on meaning and tone, including analogies or allusions to other texts.

Advanced: Evaluate the meaning and use of words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots; analyze and evaluates the subtle impact of word choices on meaning and tone, including analogies or allusions to other texts.

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary

Question Stems

- What does the word/phras_____mean in this selection?
- The word/phrase is an example of_____.
- Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- How does the author’s use of repetition of sounds impact the tone of the text?
- According to this passage, an_____is like a_____because both_____.
- The author uses connotation to_____.
- What is the meaning of the analogy_____?
- What does_____allude to?

RI 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI 9 – 10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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RI 8.5

Standard: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Question(s)	Vocabulary	Criteria for Success (Performance Level Descriptors)
<p><input type="checkbox"/> How does the arrangement of the details help develop or refine a key concept?</p> <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and analyze text structure <input type="checkbox"/> Understand and analyze paragraph structure <input type="checkbox"/> Identify the structure of a specific paragraph in an informational text <input type="checkbox"/> Analyze the role that a particular sentence plays in developing and refining the key concept <input type="checkbox"/> Analyze the structure of specific sentences in developing a paragraph 	<ul style="list-style-type: none"> <input type="checkbox"/> analyze <input type="checkbox"/> detail <input type="checkbox"/> structure <input type="checkbox"/> specific <input type="checkbox"/> text <input type="checkbox"/> role <input type="checkbox"/> develop <input type="checkbox"/> refine <input type="checkbox"/> concept <input type="checkbox"/> text feature <input type="checkbox"/> graphic <input type="checkbox"/> header <input type="checkbox"/> caption <input type="checkbox"/> header <input type="checkbox"/> consumer 	<p>Limited: Describe the structure of a specific paragraph in a text and describe the role of particular sentences in creating that structure.</p> <p>Basic: Describe and identify the structure of a specific paragraph in a text and describe the role of particular sentences in developing and refining a key concept.</p> <p>Proficient: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Accelerated: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Advanced: Evaluate the rhetorical effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept.</p>
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the structure of the text? <input type="checkbox"/> How is this paragraph organized? <input type="checkbox"/> What is the key concept? <input type="checkbox"/> How was the key concept developed? <input type="checkbox"/> Which sentence(s) specifically develop the concept? <input type="checkbox"/> What information does _____(text feature) provide? <input type="checkbox"/> Is this information also included in the text or solely found in the (text feature)? 		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Rereading to clarify information—close reading techniques ● Text-based questions ● Seeking meaning of unknown vocabulary
<p>RI 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>		<p>RI 9 – 10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</p>

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.6

Standard: Determine an author’s perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Anchor: Assess how point of view or purpose shapes the content and style of text.

Essential Question(s)

- How does the author respond to counter-arguments in a text?

Essential Skills

- Understand and identify point of view
- Understand and identify purpose
- Identify conflicting viewpoints in text
- Compare and contrast the author’s evidence and/or viewpoints to any conflicting evidence and/or viewpoint
- Analyze the techniques the author uses to respond to conflicting evidence
- Support your analysis of evidence with examples

Vocabulary

- point of view
- purpose
- analyze
- acknowledge
- respond
- conflicting
- evidence
- viewpoint

Criteria for Success

(Performance Level Descriptors)

Limited: Identify an author’s point of view or purpose in a text and identify examples where the author acknowledges or responds to conflicting evidence or viewpoints

Basic: Identify an author’s point of view or purpose in a text and describe how the author acknowledges and responds to conflicting evidence or viewpoints

Proficient: 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

Accelerated: Analyze an author’s point of view or purpose in a text and evaluates how the author acknowledges and responds to conflicting evidence or viewpoints

Advanced: Analyze an author’s point of view or purpose in a text and evaluate the rhetorical effect of how the author acknowledges and responds to conflicting evidence or viewpoints

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Seeking meaning of unknown vocabulary

Question Stems

- What is the point of view/purpose in this text? How do you know?
- What conflicting viewpoints does the text explore?
- How does the author treat the conflicting evidence?
- Is the author effective in his examination of conflicting evidence?

RI 7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI 9 – 10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.7

Standard: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Question(s)	Vocabulary	Criteria for Success (Performance Level Descriptors)
<p><input type="checkbox"/> How can multimedia presentations of a topic change my understanding of a topic?</p> <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different mediums including print, digital, video, and multimedia <input type="checkbox"/> Evaluate media the advantages and disadvantages of using print in a presentation <input type="checkbox"/> Evaluate the advantages and disadvantages of using digital media in a presentation <input type="checkbox"/> Evaluate the advantages and disadvantages of using video or multimedia in a presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> evaluate <input type="checkbox"/> advantage <input type="checkbox"/> disadvantage <input type="checkbox"/> medium <input type="checkbox"/> digital <input type="checkbox"/> multimedia <input type="checkbox"/> particular 	<p>Limited: Compare and contrast explicit difference in the use of different media in presenting a particular topic or idea.</p> <p>Basic: Compare and contrasts the use of different media in presenting a particular topic or idea.</p> <p>Proficient: Evaluate the advantages and disadvantages of using different media to present a particular topic or idea.</p> <p>Accelerated: Evaluate the advantages and disadvantages of using different media to present a particular topic or idea using specific evidence as support.</p> <p>Advanced: Evaluate the advantages and disadvantages of using different media to present a particular topic or idea, providing specific evidence to support the evaluation while addressing the effectiveness of the presentation.</p>
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What topic or idea is presented? <input type="checkbox"/> How is the topic similar & different when presented in the various mediums? <input type="checkbox"/> Which medium is most effective in presenting the topic? Why? <input type="checkbox"/> What limitations are realized when using _____(medium) to present the topic? 		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Rereading to clarify information—close reading techniques ● Text-based questions ● Seeking meaning of unknown vocabulary

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI 9 – 10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.8

Standard: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Essential Question(s)	Vocabulary	Criteria for Success (Performance Level Descriptors)
<p><input type="checkbox"/> How does the author’s claims used in the text affect the outcome of an argument?</p> <p><input type="checkbox"/> Why might an author use irrelevant evidence in an argument?</p> <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline or trace the arguments and claims in text <input type="checkbox"/> Understand and assess validity of reasoning <input type="checkbox"/> Understand and evaluate relevance <input type="checkbox"/> Determine if sufficient evidence is presented to support an argument or claim <input type="checkbox"/> Recognize irrelevant evidence <input type="checkbox"/> Classify evidence as relevant/irrelevant in informational text <input type="checkbox"/> Classify reasoning as sound/unsound in informational text <input type="checkbox"/> Classify evidence as sufficient/insufficient in informational text <input type="checkbox"/> Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence <p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What argument is presented? <input type="checkbox"/> What claims support the argument? <input type="checkbox"/> In what manner is the argument & claims presented? <input type="checkbox"/> Is the reasoning presented logical? <input type="checkbox"/> What evidence is presented? <input type="checkbox"/> Is the evidence relevant to the argument? Why or why not? <input type="checkbox"/> Is enough evidence presented to support the argument? <input type="checkbox"/> Is all of the evidence relevant? If not, why? 	<ul style="list-style-type: none"> <input type="checkbox"/> Delineate <input type="checkbox"/> evaluate <input type="checkbox"/> argument <input type="checkbox"/> specific <input type="checkbox"/> claim <input type="checkbox"/> text <input type="checkbox"/> assess <input type="checkbox"/> reasoning <input type="checkbox"/> sound <input type="checkbox"/> evidence <input type="checkbox"/> relevant(pertinent) <input type="checkbox"/> sufficient <input type="checkbox"/> irrelevant 	<p>Limited: Delineate the argument and specific claims in a text, describing the reasoning and evidence used to support the claims.</p> <p>Basic: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.</p> <p>Proficient: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, and recognize when irrelevant evidence is introduced.</p> <p>Accelerated: Explicate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, and recognizes when irrelevant evidence is introduced.</p> <p>Advanced: Explicate and evaluate the argument and specific claims in a text, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient, and recognize when irrelevant evidence is introduced and justify reasoning.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Rereading to clarify information—close reading techniques • Text-based questions • Seeking meaning of unknown vocabulary
<p>RI 7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>RI 9 – 10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.9

Standard: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does a modern event relate to a classical text to create an updated account? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare & contrast texts <input type="checkbox"/> Identify similar topics <input type="checkbox"/> Identify differences or conflicting information between two text <input type="checkbox"/> Distinguish between fact & interpretation <input type="checkbox"/> Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> case <input type="checkbox"/> text <input type="checkbox"/> conflict <input type="checkbox"/> disagree <input type="checkbox"/> interpretation 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Describe a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree.</p> <p>Basic: Explain a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> <p>Proficient: Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> <p>Accelerated: Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation, describing the strength or reliability of each.</p> <p>Advanced: Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation, describing the strength or reliability of each.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Rereading to clarify information—close reading techniques ● Text-based questions ● Seeking meaning of unknown vocabulary
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What topic do both of the texts address? <input type="checkbox"/> How do the texts differ in the information they present? <input type="checkbox"/> Is the differing information factual or interpretive? <input type="checkbox"/> Which text do you think is accurate? Why? 		

RI 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI 9 – 10.9: Analyze seminal U.S. documents of historical and literary significance (e.g. Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

RI 8.10	Standard: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What strategies am I using to become an independent and proficient reader of informational texts? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and understand key ideas and details <input type="checkbox"/> Identify and understand craft and structure <input type="checkbox"/> Identify and understand integration of knowledge <input type="checkbox"/> Comprehend key ideas and details <input type="checkbox"/> Comprehend craft and structure <input type="checkbox"/> Comprehend integration of knowledge 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> text complexity <input type="checkbox"/> independent <input type="checkbox"/> proficient <input type="checkbox"/> comprehend 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors) (No Source Data)</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Rereading to clarify information—close reading techniques ● Assimilating prior knowledge ● Text-based questions ● Fiction-Nonfiction Pairs ● Making and revising predictions ● Seeking meaning of unknown vocabulary
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What have you read independently lately? <input type="checkbox"/> What are the topics/central ideas of the nonfiction texts that you have recently read? <input type="checkbox"/> What topic did you enjoy the most? <input type="checkbox"/> Have you read multiple books by the same author? <input type="checkbox"/> Who is your favorite author? <input type="checkbox"/> Do you think you are ready to read a more complex text or different type of literary nonfiction? <input type="checkbox"/> What is the lexile level of this text? <input type="checkbox"/> Briefly summarize the central idea of the text. 			
RI 7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6- 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI 9 -10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.		

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.1

Standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a clear thesis statement to present an argument
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Question(s)

- How can I use relevant reasons to write an argument to support a claim?
- How can I use credible information to support my claims in an argument?

Essential Skills

- Write an argument to support claims with clear, logical reasons and relevant evidence
- Understand use of counterclaims in an argument essay
- Employ logical reasoning when supporting claims
- Understand what makes evidence relevant, accurate and credible.
- Plan a concluding statement following the argument.
- Write an argument which establishes and maintains a formal style
- Craft conclusions that support the argument

Vocabulary

- argument
- claim
- relevant
- evidence
- acknowledge
- distinguish
- alternate
- opposing
- logical
- reasoning
- accurate
- credible
- cohesion
- clarify
- counterclaim

Criteria for Success

(Performance Level Descriptors)

Limited: Attempt a claim or controlling idea with significant lapses in focus, lack a counterclaim when appropriate, use inconsistent or unclear organizational structure, lack evidence, and employ the most basic sentence construction and word choice.

Basic: Provide a claim or controlling idea with lapses in focus, attempt to include a counterclaim when appropriate, use inconsistent or unclear organizational structure, include loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employ simple sentence construction and word choice

Proficient: Adequately sustain a focused claim or controlling idea, acknowledge a counterclaim when appropriate, include a clear organizational structure that provides a sense of completeness, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure and adequate word choice.

Accelerated: Sustain a focused, controlling idea or claim to fully examine concepts, fully address a counterclaim when appropriate, utilize an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and vary sentence structure with purposeful word choice to enhance meaning.

Advanced: Thoroughly sustain a compelling, focused claim or controlling idea to examine concepts, and a fairly treated and fully addressed counterclaim when appropriate, utilize a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employ sentence structure and word choice to enhance meaning.

Questions Stems

- How did you distinguish your claim from opposing claims?
- How are your claims & reasons organized? Is the arrangement logical?
- What words phrases piece “formal”?
- How do you maintain this style?
- How does your concluding statement (section) support the arguments presented?

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 7.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) or counter arguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W 9 - 10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.2

Standard: Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a clear thesis statement to present information
- b. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Question(s)

- How can I use information to express an idea?
- How can I use domain-specific vocabulary to express ideas accurately?

Essential Skills

- Write informative/explanatory texts to examine a topic
- Write informative/explanatory texts to convey ideas
- Write informative/explanatory texts to explain concepts and information
- Write with organization
- Apply formatting, graphics, and multimedia to aid comprehension.
- Analyze and organize relevant content using facts, definitions, concrete details, and quotations to develop the topic
- Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion
- Use precise language and domain-specific vocabulary
- Establish and maintain a formal style

Question Stems

- How does your thesis statement preview the content of the essay?
- What categories of supporting details do you provide?
- How did you transition from various ideas & concepts?
- Are the transitions cohesive?
- What makes the piece formal?
- How does the conclusion support the information presented?

Vocabulary

- career
- development
- document
- application
- convey
- analysis
- relevant
- thesis statement
- preview
- format
- appropriate
- varied
- transitions
- precise

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct Instruction Process:
- Develop background knowledge
- Describe the strategy
- Model it
- Use it independently
- Direct instruction in strategies:
- Brainstorming
- Collaboration for peer reviewing
- Writing persuasive essays
- Guided Writing
- Teacher demonstration
- Shared writing independent writing

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic or thesis statement clearly,
- b. previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W 9 – 10.2: Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
- b. Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.3

Standard: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Question(s)

- How can I use appropriate details and organization to express a real or imagined event?
- How can I use appropriate techniques to express the event more effectively?

Essential Skills

- Understand narrative techniques: dialogue, pacing, description, events and/or characters
- Understand how the author uses a variety of transitional words and phrases to convey sequence from one time frame or setting to another.
- Understand story plot line: exposition, rising action, climax, falling action, and resolution
- Understand literary devices
- Understand reflection
- Understand narrative organization textual structure.
- Understand realistic and fictional conflict.

Vocabulary

- characters
- setting
- rising/falling action
- climax
- resolution
- story plot
- protagonist/antagonist
- narrator
- point of view
- dialoguing
- organizational pattern

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Draft, revise, edit and publish on the computer 2-3 times per week
- Direct Instruction Process:
- Develop background knowledge
- Describe the strategy
- Model it
- Memorize it
- Support it
- Use it independently
- Direct instruction in strategies:
- Brainstorming
- Collaboration for peer reviewing
- Writing persuasive essays
- Guided Writing:
- Concept introduction
- Teacher demonstration
- Shared writing independent writing

Question Stems

- Who are the main and minor characters in the story?
- Who is the narrator? How does the author introduce the narrator?
- Where does the author establish his/her point of view?
- What event/events reveal the problem in the story?
- Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating?
- Who are the protagonist and the antagonist of the story? How do they affect the action and resolution?
- Which character change throughout the story?
- What details indicate that there was a resolution to the problem?
- What organization pattern did the author use? How do you know?

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 7.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects the narrated experiences or events.

W 9 – 10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.4

Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Question(s)

- Why do I write?

Essential Skills

- Understand the writing process
- Understand purpose for writing
- Understand audience
- Comprehend key ideas and details
- Comprehend craft and structure
- Produce writing with clear and coherent idea development.
- Produce writing with clear and coherent organization
- Produce writing with clear and coherent style

Vocabulary

- audience
- organizational patterns
- transitions
- thesis statement conclusion

Criteria for Success

(Performance Level Descriptors)

Limited: Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Basic: Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Proficient: Demonstrate command of the conventions of standard English grammar, usage, and mechanics.

Accelerated: Demonstrate a strong command of the conventions of standard English grammar, usage, and mechanics.

Advanced: Demonstrate a mature command of the conventions of standard English grammar, usage, and mechanics.

Key Strategies

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text
- Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

Question Stems

- Who is your audience? How will this affect your writing?
- What will you use to organize your thoughts before you begin writing?
- What transitions within and between paragraphs to help the reader?
- Will your writing include a thesis statement?
- Does your conclusion refer to the thesis statement for continued cohesion?

W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W 9 – 10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.5

Standard: 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the writing process make me a better writer? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the importance of editing and revision <input type="checkbox"/> Understand the importance of rewriting <input type="checkbox"/> Understand the purpose for writing <input type="checkbox"/> Determine how well the focus of the purpose has been addressed <input type="checkbox"/> Determine how well the focus of audience has been addressed <input type="checkbox"/> Develop and strengthen writing by planning, revising, editing, and rewriting with some guidance and support from peers and adults <input type="checkbox"/> Develop and strengthen writing by trying a new approach with some guidance and support from peers and adults 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> revising <input type="checkbox"/> editing <input type="checkbox"/> organization <input type="checkbox"/> planning <input type="checkbox"/> rewriting <input type="checkbox"/> sentence variety <input type="checkbox"/> literary devices 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors) (No Source Data)</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Draft, revise, edit and publish on the computer 2-3 times per week ● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. ● Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions. ● Sentence Formation: Sentences are complete and varied in length and structure.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How could you change the first paragraph to engage the reader? <input type="checkbox"/> How could you change your thesis statement to better convey what you will be writing? <input type="checkbox"/> How could you rearrange the sentences in this paragraph to exclude unnecessary information? <input type="checkbox"/> How could you rearrange and include more sentences to make the paragraph more interesting? <input type="checkbox"/> Is your conclusion strong and does it reflect your writing? 		

W 7.5: 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W 9 – 10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.6

Standard: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Question(s)

- How can technology be used as a tool to write, publish, and/or collaborate?

Essential Skills

- Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience.
- Determine the best technology options for communicating and collaborating with others for an intended purpose
- Evaluate the relationship between information presented and ideas expressed
- Select technology to present information and ideas
- Use technology (Internet) to produce, revise, edit, and publish writing
- Use technology to interact and collaborate with others.
- Use technology to present information and ideas

Vocabulary

- cite
- collaborate
- technology
- publish
- produce
- link
- URL
- software
- resources

Criteria for Success

**(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Draft, revise, edit and publish on the computer 2-3 times per week
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.

Question Stems

- What software did you use to create this document?
- How can you include a link to resources within your document?
- Did you use numerous search engines to research your material?
- What programs are available for you to check your spelling and language conventions?
- Did you cite your work?
- Who did you collaborate with on-line?

W 7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W 9 – 10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.7

Standard: 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.

Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Question(s)

- How can I learn more about a topic by completing a research project?

Essential Skills

- Identify reliable sources of information
- Apply appropriate inquiry methods to conduct a research project
- Formulate questions that allow for other avenues of exploration
- Conduct short research projects that answer questions
- Conduct short research projects that draw on several sources
- Conduct short research projects which generate focused questions that allow for multiple avenues of exploration

Vocabulary

- paraphrase
- credit
- source
- cite
- bibliography
- citation page
- valid

Criteria for Success

**(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Direct Instruction Process:
- Develop background knowledge
- Describe the strategy
- Model it
- Memorize it
- Support it
- Use it independently
- Direct instruction in strategies:
- Brainstorming
- Collaboration for peer reviewing
- Writing persuasive essays

Question Stems

- What question does your report answer?
- Why is it important to paraphrase your information?
- Did you give credit for the information you used?
- How did you know that the source was credible?
- What is the correct way to cite your sources in your bibliography or citation page?
- Show me where you found _____ information?
- Looking at these two sources, which source would be the most valid? Why?

W 7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 9 – 10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.8

Standard: 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.

Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Question(s)

- How can I recall and organize information accurately?
- How can I collect and organize information accurately?
- Why is it important for me to know how to summarize and paraphrase others' work?
- How can I quote a source without plagiarizing?

Essential Skills

- Understand how to gather applicable information from digital sources
- Understand how to gather applicable information from printed sources
- Know how to assess credible sources
- Understand how to quote/paraphrase information with plagiarizing
- Be able to create a bibliography using a standard format for citation
- Understand how to create a bibliography/citation page

Vocabulary

- creditable source
- format
- bibliography
- citation page
- digital source
- data

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Draft, revise, edit and publish on the computer 2-3 times per week
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

- How do you know the information is creditable?
- How do you know the source is credible?
- What format did you use when citing sources for your bibliography?
- How did you site a digital source?
- Once you read the data, what did you do to summarize the information for easier readability?

W 7.8: 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.

W 9 – 10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.9

Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious texts such as (but not limited to) the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new”).
- b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Question(s)

- How can I use evidence to support my purpose?

Essential Skills

- Identify key ideas and details that support conclusions
- Cite textual evidence to analyze explicit text
- Draw evidence from key ideas and details as support for research
- Analyze key ideas and details as evidence of understanding text
- Reflect on key ideas and details as evidence of support and understanding

Vocabulary

- evidence
- historical account
- author’s portrayal
- factual
- fictional
- support claims
- objective
- bias

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Rereading to clarify information—close reading techniques
- Text-based questions
- Direct Instruction Process:
- Develop background knowledge
- Describe the strategy
- Model it
- Memorize it
- Support it
- Use it independently

Question Stems

- How does the author’s portrayal compare to the historical accounts of the character or event?
- What evidence did you find to be factual? Fictional?
- What evidence do you have to support the author’s argument/claim that _____?
- Was the author objective in his/her portrayal of the character?
- Did the author indicate any bias of the history portrayal?

W 7.9: Draw evidence from literary or informational text to support analysis, reflection and research.

- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W 9 – 10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9-10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

W 8.10

Standard: 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.

Anchor: 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 tasks, purposes, and audiences.

Essential Question(s)

- Why is it important to write regularly?
- Why is it important to adopt the routine of research, reflection, and revision?
- Why is it important to write for different reasons and different audiences

Essential Skills

- Determine purpose and audience
- Identify the organizational structures for various types of writing
- Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience
- Write for various audiences and purposes over shortened time frames.
- Write various audiences and purposes over extended time frames

Vocabulary

- research
- reflection
- revision
- time frame
- extended
- purpose
- audience

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Inquiry activities
- Draft, revise, edit and publish on the computer 2-3 times per week
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.

Question Stems

- What is the purpose of this task?
- What is the time frame of the task?
- Who is the audience? What steps will you take to complete the task?
- What was the purpose for writing?
- Will your style be formal? Informal? Why?
- How could this sentence be revised?
- Is the thesis statement supported by evidence that can be traced throughout the writing?

W 7.10: 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.

W 9 – 10.10: 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 tasks, purposes, and audiences.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 8.1

Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or research material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Question(s)

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?

Essential Skills

- Understand and use the rules for having and a conversation with different partners
- Read and study material prior to participating in group discussions
- Monitor progress so that deadlines can be met
- Pose questions that connect to the topic/ideas
- Respond appropriately with evidence, observations and ideas relevant to the topic
- Question and reflect on discussions
- Acknowledge the contributions of others
- Modify opinions based on new information or evidence?

Vocabulary

- collaborative
- diverse
- express
- explicit
- reflect
- evidence
- deadlines
- collegial
- pose
- respond
- relevant
- acknowledge
- warrant
- qualify
- justify

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

- What preparation or research have you done in order to fully participate in the discussion?
- Have you thought about the information or learning you will share?
- What progress has been made as a result of the discussion?
- How are you keeping track of the progress you are making?
- How will you make sure that you are all working together collaboratively?
- What role do you play in the discussion? Does it require any specific actions?
- How does the information presented connect with other information?
- How has the new information affected your own views?
- Has the information or evidence you heard caused a change in your thinking?

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues* building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL 9 – 10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 8.2

Standard: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Question(s)

- How do I determine what is important in diverse media formats to evaluate a motive for the presentation?

Essential Skills

- Know that media is used to present information
- Identify the author’s purpose in information presented
- Evaluate the motive of the presenter
- Analyze the purpose of information presented in diverse media and formats

Vocabulary

- media
- forma
- visual
- quantitative
- oral
- motive
- evaluate
- social
- commercial
- political

**Criteria for Success
(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

- How does the speaker use media?
- What is the effect of using visual formats to deliver the information?
- What is the motive of the presentation?
- Given the speaker’s motive, was the use of diverse media effective?
- Do you think the speaker’s motives were political or social?
- Would you have chosen a different format to present this information?
- What did you considered in your analysis of the speaker’s motive and how he presented the information?

SL 7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 9 – 10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 8.3

Standard: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Essential Question(s)

- How do I determine which claims are valid when listening to a speaker?
- How do I decide if a speaker’s claims are supported by evidence?

Essential Skills

- Identify the arguments and claims made
- Analyze and determine whether the speaker’s claims are sound and logical
- Determine whether the speaker has used sufficient evidence to support the claims and arguments
- Know when evidence cited is irrelevant to the topic or claim

Vocabulary

- argument
- validity
- claim
- speaker
- supported
- unsupported
- appropriate
- proficiency
- reasoning
- delineate
- relevance

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

- Is the speaker’s argument valid? Why or why not?
- Is the speaker’s argument reasonable and based on logic?
- Were you able to follow the speaker’s reasoning?
- Which claims were supported by the speaker? Which claims were unsupported?
- Can you find an example of a claim the speaker made that was not supported by evidence?
- How sound would you say this presentation is?

SL 7.3: Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL 9 – 10.3: Evaluate a speaker’s or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 8.4

Standard: Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.

Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the way I organize my presentation affect how my audience hears and understands the message? <p>Essential Skill</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and deliver a presentation <input type="checkbox"/> Distinguish between a claim and a finding <input type="checkbox"/> Understand the structure for a narrative presentation <input type="checkbox"/> Establish a context and viewpoint <input type="checkbox"/> Present claims and findings emphasizing salient points with relevant evidence <input type="checkbox"/> Present events in a logical sequence <input type="checkbox"/> Understand sequencing ideas logically <input type="checkbox"/> Use techniques such as dialogue, pacing, description and sensory language when presenting information <input type="checkbox"/> Speak with adequate volume and clear pronunciation <input type="checkbox"/> Provide a conclusion based on experience 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prompt <input type="checkbox"/> argument <input type="checkbox"/> claim <input type="checkbox"/> narrative <input type="checkbox"/> response to literature <input type="checkbox"/> presentation <input type="checkbox"/> thesis <input type="checkbox"/> evidence <input type="checkbox"/> cohesion <input type="checkbox"/> emphasis 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors) (No Source Data)</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Listening: Teach receptive and expressive skills ● Engage in reflective conversation about their own writing and the writing of others ● Note taking both to deliver oral presentations and to listen to oral presentations ● Use audience feedback tools and protocols ● Use written and oral English appropriate for various purposes and audiences. ● Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
<p>Questions Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the prompt? (argument, narrative, informative, response to literature) <input type="checkbox"/> How you will plan your presentation? <input type="checkbox"/> What is your thesis? <input type="checkbox"/> What evidence did you produce to support the thesis? <input type="checkbox"/> How will you conclude your presentation to make your claim stronger? <input type="checkbox"/> Where could you add more evidence to support your claim? <input type="checkbox"/> When you present your claim, is there cohesion from the beginning though the end? 		

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 7.4: Present claims and findings (e.g., **argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.

SL 9 – 10.4: Present information, findings, and supporting evidence clearly, concisely and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

- a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade),
- b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade)

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 8.5

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

Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Question(s)

- How do I decide the best place(s) in a presentation to use multimedia or visual displays to emphasize points?

Essential Skills

- Determine when to integrate multimedia and visual displays to clarify information
- Determine when to integrate multimedia and visual displays to strengthen claims and evidence
- Determine when to integrate multimedia and visual displays to add interest

Vocabulary

- multimedia
- technology
- presentation
- message
- digital media
- visual displays
- data
- components
- clarify

**Criteria for Success
(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

- What is the message or information you want to convey to your audience?
- The use of multi data is important, how will you give your information in different formats for clarification?
- What digital media did you use to enhance your presentation?
- How did the use of this technology help convey your presentation's message to your audience?
- What could you do to keep your presentation focused on your subject matter?
- What other technology can you use to help clarify your presentation?

SL 7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL 9 – 10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

SL 8.6

Standard: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3.)

Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Question(s)

- Why do I need to think about the audience and purpose each time I speak?
- How do I decide when to use formal or informal English when speaking?

Essential Skills

- Identify your audience
- Understand the difference between formal and informal language
- Identify the task or purpose of your speech
- Understand the use of content appropriate vocabulary
- Enunciate and speak at appropriate volume and pace

Vocabulary

- purpose
- formal
- informal
- emphasize
- appropriate language
- vocabulary
- affective
- presentation

Criteria for Success (Performance Level Descriptors) (No Source Data)

Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

Question Stems

- What is the purpose of the speech?
- Who is your audience and how will your audience affect your vocabulary?
- Will you use formal or informal language? Why?
- What will you do to emphasize the main points of your speech?
- Will you allow time for questions and answers after you have concluded your speech?
- Will you be prepared to use appropriate language to answer questions in an appropriate manner?
- Is there any vocabulary you can change to make your presentation more effective?

SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)

SL 9 – 10.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 8.1

Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Question(s)

- How can I use relevant reasons to write an argument to support a claim?
- How can I use credible information to support my claims in an argument?

Essential Skills

- Understand and correctly use all parts of speech
- Understand the use of gerunds, participles, and infinitives
- Understand the difference between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns)
- Understand and correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- Have a command of conventions when writing and/or speaking
- Use modifiers clearly and correctly

Vocabulary

- active voice
- passive voice
- exact
- edit
- verb mood
- verb tone
- indicative mood
- imperative mood
- interrogative mood
- subjective mood
- conditional mood

**Criteria for Success
(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Linguistic and nonlinguistic representations are taught
- Direct and Indirect Vocabulary Instruction (i.e., Marzano’s Six Steps)
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Use an integrated approach
- Address grammar consciously

Question Stems

- Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting?
- How can you change this verb to make your writing more exact?
- This sentence is a passive sentence, what can you do you change it to make it active?
- What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?
- How can you change to make it correct in Standard English?
- Use your editing skills to correct _____ to make your meaning clearer.
- Look at this pronoun, is it used as an object? Subject? How do you know? It the pronoun used correctly?

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L 9 – 10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure.*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 8.2

Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Question(s)

- Why is it important for me to know and follow the rules of standard English mechanics for writing?

Essential Skills

- Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)
- Understand that ellipsis indicates an omission
- Understand that a dash signals an abrupt pause
- Understand that a comma indicates a brief pause
- Understand homophones
- Apply correct capitalization
- Apply correct punctuation

Vocabulary

- homophone
- comma

- ellipsis

- dash
- omission
- pause

**Criteria for Success
(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Linguistic and nonlinguistic representations are taught
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Use an integrated approach
- Address grammar consciously

Question Stems

- You want to set off this information in this sentence, what punctuation would you use?
- You left some information out or omitted some words but want your reader to know there is more information. What punctuation should you use to indicate this right here?
- What would be a homophone for this word?

L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

L 9 – 10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 8.3

Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action).
- b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Essential Question(s)

- How can I convey my ideas effectively through word choice and punctuation?
- How does my language change based on the situation and audience?

Essential Skills

- Understand active and passive voice
- Understand conditional and subjunctive moods
- Apply knowledge of language conventions when writing, reading, and listening
- Determine when to use verbs in active or passive voice
- Determine when to use verbs in the conditional and subjunctive mood

Vocabulary

- active voice
- passive voice
- uniform
- mood
- conditional mood
- indicative mood
- voice

**Criteria for Success
(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Linguistic and nonlinguistic representations are taught
- Direct and Indirect Vocabulary Instruction (i.e., Marzano’s Six Steps)
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Use an integrated approach
- Address grammar consciously

Question Stems

- What should you do to this sentence to express active voice?
- Which sentences in this paragraph are written in passive voice: which express active voice? Which sentences should you change to make all the sentences uniform?
- This mood of this sentence is conditional, how can you change some words to make it indicative?
- Why is it important to write in the same voice?

L 7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/ listener interest, and style.*
- b. Maintain consistency in style and tone.*

L 9 – 10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 8.4

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

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word (e.g., *precede, recede, secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Anchor: Determine or clarify the meaning of unknown and multiple- meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Question(s)

- How do I know which strategy to use to make meaning of words or phrases I don’t recognize or know?

Essential Skills

- Understand textual clues in a sentence (similar, opposite, explanation)
- Understand Greek and Latin affix and roots are clues to meaning
- Understand how to use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital
- Understand context clues for word meaning
- Determine the meaning of a word or phrase by using context clues
- Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase

Vocabulary

- Greek affix
- Latin affix
- affix
- thesaurus
- similar
- opposite
- context clues
- dictionary

**Criteria for Success
(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Linguistic and nonlinguistic representations are taught
- Direct and Indirect Vocabulary Instruction (i.e., Marzano’s Six Steps)
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Use an integrated approach
- Address grammar consciously

Question Stems

- When you come to a word you don’t understand you should _____?
- What is the main idea of this sentence? Does it help you understand the word?
- Do you see a word that is similar or opposite of the word you don’t understand that can help you with the meaning?
- Look at this affix, what does it mean? What does the whole word mean?
- What is the root meaning? How does that help you identify the word?
- Look in your thesaurus. Now, what does this word mean?
- Reread the sentence. Which words nearby will help you understand the meaning of the word.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 9 – 10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes.
- c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 8.5

Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*.)

Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Question(s)

- How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

Essential Skills

- Understand figurative language (simile, metaphor personification, pun, irony)
- Understand the use of analogies (synonyms, antonyms, cause/effect, part/whole, item/category, item/use/item/place)
- Understand denotation and connotations
- Analyze text to locate figures of speech
- Distinguish among the connotations of words with similar denotations
- Analyze the relationship between particular words

Vocabulary

- denotation
- connotation
- irony
- analogy
- convey
- literally
- metaphor
- simile
- personification
- pun
- figurative language

Criteria for Success

**(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Use an integrated approach
- Address grammar consciously

Question Stems

- Can you change this sentence and use a metaphor or a simile to help create image?
- This would be a good place to use irony. What can you change to add irony to add humor to this sentence?
- This sentence is written literally; change it to an analogy to convey your idea.
- Write this sentence using denotation and then using a connotation; which would be better used than the current sentence? What mood are you trying to convey in your writing?

L 7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty).

L 9 – 10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 8

L 8.6

Standard: 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.

Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Question(s)

- What strategies will I use to learn and use words that are specific to the things I study?
- How can technology be used as a writing resource tool?

Essential Skills

- Understand academic words (i.e. analyze, contrast, predict, and confirm)
- Understand domain-specific words (i.e. Science - cell, gene, and gravity; Social Studies – alliance, legislature, and commerce.)
- Understand grade-appropriate vocabulary
- Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words
- Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression

Vocabulary

- domain-specific word
- academic word
- convey

**Criteria for Success
(Performance Level Descriptors)
(No Source Data)**

Key Strategies

- Linguistic and nonlinguistic representations are taught
- Direct and Indirect Vocabulary Instruction (i.e., Marzano’s Six Steps)
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Use an integrated approach
- Address grammar consciously

Question Stems

- Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?
- What words should you replace in this text to show academic understanding of your topic? Why is this important?
- What would you look if you want to improve your domain-specific vocabulary in science?

L 7.6: 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.

L 9 -10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.