

**Reading Curriculum–Grade Eight  
Diocese of Cleveland  
2013**

**Reading Informational Text: Nonfiction**

**Standards Assessed**

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Reading: Informational Text

Key Ideas and Details 1. 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.

- RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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

- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure 4. 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.

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5. 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.

- RI.8.5. 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.

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

- RI.8.6. 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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8. 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.

- RI.8.8. 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.

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

- RI.8.9. 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.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing

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

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. 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.)

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

- W.8.6. 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.

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

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9b. 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”).

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Speaking & Listening

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

- SL.8.2. 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.

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

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Knowledge of Language 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.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. 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.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. 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.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. 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.
- L.8.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### Essential Questions

1. How do I determine the validity of informational text?
2. How can informational text affect my thinking?
3. What strategies can I use to clarify and better understand informational text?
4. In what ways does informational technology bring us closer globally?
5. How can informational reading foster stewardship?
6. In what ways is reading informational text different from reading literature?

### Content

The students will know

1. Textual evidence
2. Inferences
3. Themes
4. Development/interaction of individuals, events and ideas
5. Meaning of unknown words and phrases
6. Structure of text
7. Point of view
8. Diverse formats and media
9. Validity of text
10. Multimedia displays
11. Context clues

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Discern and cite evidence from the text to draw and support assertions.
2. Draw conclusions from inferences.
3. Identify theme and analyze its relation to various aspects of the text.
4. Determine the impact and connection made between individuals, events and ideas in the text.
5. Connect the impact of specific words on meaning and tone through the use of analogies, allusions or other means.
6. Assess how portions of the text relate to the whole.

<ul style="list-style-type: none"> <li>12. Reference materials</li> <li>13. Word relationships</li> <li>14. Figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>7. Compare and contrast structures of the text to determine meaning and style.</li> <li>8. Analyze and assess how different points of view shape the content of the text; recognize how different points of view create various effects (i.e. suspense, humor, etc.).</li> <li>9. Integrate, evaluate, and compare diverse formats in media.</li> <li>10. Analyze and evaluate an argument and its specific claims in a text; determine the validity of the reasoning, relevance and sufficiency of the evidence.</li> <li>11. 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.</li> <li>12. Utilize digital media to enhance presentation.</li> <li>13. Draw evidence from informational texts to support analysis and reflection.</li> <li>14. 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.</li> <li>15. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.).</li> <li>16. Write legibly in cursive handwriting.</li> </ul>
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<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ul style="list-style-type: none"> <li>1. Informational text</li> <li>2. Cause</li> <li>3. Effect</li> <li>4. Fact</li> <li>5. Opinion</li> <li>6. Sources</li> <li>7. Analyze</li> <li>8. Connotation</li> <li>9. Denotation</li> <li>10. Analogy</li> <li>11. Summarize</li> <li>12. Critical facts</li> <li>13. Viewpoint</li> <li>14. Propaganda techniques</li> <li>15. Argument</li> <li>16. Memoir</li> <li>17. Biography</li> <li>18. Autobiography</li> <li>19. Current events</li> <li>20. News</li> <li>21. Point of View</li> <li>22. Title</li> <li>23. Heading</li> <li>24. Subheading</li> <li>25. Index</li> <li>26. Appendix</li> <li>27. Table of contents</li> <li>28. Online resources</li> <li>29. Research skills</li> </ul>	<ul style="list-style-type: none"> <li>1. Detail from text</li> <li>2. Current events</li> </ul>

<p>30. Rhetorical strategies 31. Allusions 32. Relevant background information</p>	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> <li>1. Text Comparison. Students will all read a brief common informational text on a topic of interest to the class, such as an article on social media's influence on teens or professional athletes' influence on teens. After discussing the text as a class, students will find their own article about the same topic as the one they read in class, but with a different stance or position. For example, one article may state the benefits of social media on teens while another may state the detriments of social media on teens. After reading both articles, students should annotate and interact with the texts, such as underlining evidence that supports the author's opinion. The class can then engage in a discussion on the topic using examples from their texts as evidence for their ideas. After discussion, students will write an essay stating their own opinion on the topic they read about, supporting their ideas with evidence from the two sources. They will cite the evidence from the authors using the author's last name and page number.</li> <li>2. Restate and Rank. For this strategy, the goal is to help students learn how to evaluate evidence and decide how important any piece of evidence might be. First, students are asked to restate one or more central ideas from an informational text in their own words. After restating one or more central ideas, students must find at least two pieces of evidence to support each central idea. Now students share with a partner with the goal being to rank all combined central ideas by order of importance. After this is completed, students work together to rank evidence for each central idea. Oftentimes, students have one or more central ideas that are the same. In this case, they would rank all evidence about that central idea from the two students combined. Students should be asked: "How did you decide evidence X was more important than evidence Y?" Doing so allows students to discuss the process of determining the importance of a piece of evidence.</li> <li>3. Evidence Tournament. For this strategy, the goal is for students to take multiple looks at a reading and think about the strength of various points of evidence. The teacher will set up a four-team or eight-team tournament bracket and assign a central idea that a longer reading develops. Students will use index cards and search the reading for two pieces of evidence that support the chosen central idea. Students turn the cards in to the teacher who goes through the evidence and quickly chooses four or eight different ones for the tournament. The teacher places them up on the bracket. Now students have to vote on which piece is the stronger of the two. They must use their text to defend their choices. This gets them looking back and reading multiple times. After going through the tournament, the teacher crowns the</li> </ol>	<p><b>Text Comparison</b> <b>Formative: Reading Task</b> Students will all read a brief common informational text on a topic of interest to the class, such as an article on social media's influence on teens or professional athletes' influence on teens. After discussing the text as a class, students will find their own article about the same topic as the one they read in class, but with a different stance or position. For example, one article may state the benefits of social media on teens while another may state the detriments of social media on teens. After reading both articles, students should annotate and interact with the texts, such as underlining evidence that supports the author's opinion. The class can then engage in a discussion on the topic using examples from their texts as evidence for their ideas.</p> <p><b>Restate and Rank</b> <b>Formative: Reading Task</b> For this strategy, the goal is to help students learn how to evaluate evidence and decide how important any piece of evidence might be. First, students are asked to restate one or more central ideas from an informational text in their own words. After restating one or more central ideas, students must find at least two pieces of evidence to support each central idea. Now students share with a partner with the goal being to rank all combined central ideas by order of importance. After this is completed, students work together to rank evidence for each central idea. Oftentimes, students have one or more central ideas that are the same. In this case, they would rank all evidence about that central idea from the two students combined. Students should be asked: "How did you decide evidence X was more important than evidence Y?" Doing so allows students to discuss the process of determining the importance of a piece of evidence.</p> <p><b>Evidence Tournament</b> <b>Formative: Reading Task</b> For this strategy, the goal is for students to take multiple looks at a reading and think about the strength of various points of evidence. The teacher will set up a four-team or eight-team tournament bracket and assign a central idea that a longer reading develops. Students will use index cards and search the reading for two pieces of evidence that support the chosen central idea. Students turn the cards in to the teacher who goes through the evidence and quickly chooses four or eight different ones for the tournament. The teacher places them up on the bracket. Now students have to vote on which piece is the stronger of the two. They must use their text to defend their choices. This gets them looking back and reading multiple times. After going through the tournament, the teacher crowns the champion. This strategy has students working smart to define and defend strong evidence. The teacher should ask students: "How did you decide evidence X was more important than evidence Y?" Doing so allows students to discuss the process</p>

<p>champion. This strategy has students working smart to define and defend strong evidence. The teacher should ask students: "How did you decide evidence X was more important than evidence Y?" Doing so allows students to discuss the process of determining the importance of a piece of evidence.</p> <p>4. Purposeful Skim. For this strategy, the goal is for the students to pay attention to text features and to notice what stands out to them before reading a text or a primary source document. The strategy can be started using any of the following prompts: "Please skim through the text, looking closely at headers, pictures, graphics, and bold terms. From that skim, develop three central ideas you believe the text will address. For each, tell how you decided the idea would be important," or "Please skim through the text, looking closely for repeated words or phrases, ideas that get developed over several paragraphs, information that stands out to you, or places that summarize lots of ideas together. From that skim, develop three central ideas you believe the text will address. For each, tell how you decided the idea would be important."</p> <p>5. Stop and Jot. For this strategy, the goal is for the students to have multiple looks at the text/primary source document that students need to read. The teacher chooses stopping points in the reading by chunking it into reading sections. The strategy starts by students writing in response to an essential question or thinking prompt about the topic in the reading. At each stopping point, students revisit the essential question or prompt to reshape their response, using new understandings each time.</p> <p>6. Key Term Reshape. For this strategy, the goal is to help students understand how a key term is used in the context of the reading. It is important not to tell the student before the reading what the term means. The student will shape the meaning of the word by how it is used in the context of the reading. They will establish stopping points by chunking the reading. At each stopping point, students will define one or more key terms as they move through the reading and develop stronger understandings about the text. Students then share their key terms definitions with a partner at the end of the reading. Students can also reshape definitions throughout a unit of study by keeping a key term poster on the wall.</p>	<p>of determining the importance of a piece of evidence.</p> <p><b>Text Comparison Essay</b>  <b>Summative: Essay</b>  After discussion of two texts on the same topic, students will write an essay stating their own opinion on the topic they read about, supporting their ideas with evidence from the two sources. They will cite the evidence from the authors using the author's last name and page number.</p>
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<p><b>Resources (Suggested)</b></p> <ol style="list-style-type: none"> <li>iPad Resources</li> <li>Literature Connections  <i>Between a Rock and a Hard Place</i> by Aaron Ralston  <i>Farewell to Manzanar</i> by James Houston  <i>Helen Keller (In Their Own Words)</i> by George Sullivan  <i>Into Thin Air</i> by Jon Krakauer  <i>Night</i> by Elie Wiesel  <i>Soul Surfer</i> by Bethany Hamilton  <i>Swinging for the Fences: Hank Aaron and Me</i> by Mike Leonetti</li> </ol>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Rights and Responsibilities</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> </ul>
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*Texts and Lessons for Content-Area Reading* by Harvey  
"Smokey" Daniels and Nancy Steineke  
*The Diary of Anne Frank* (DVD)  
"The Noble Experiment" from *I Never Had it Made* by  
*Jackie Robinson* as told to Alfred Duckett  
*The Story of Ruby Bridges* by Robert Coles  
*Winter's Tale* by Juliana Hatkoff, Isabella Hatkoff, Craig  
Hatkoff

3. Magazines
4. Newspapers
5. Internet Resources



[Info Ohio!](#)



[Internet 4 Classrooms!](#)



[Hello Literacy!](#)



[Ed Helper!](#)



[Literacy Design Collaborative!](#)

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Eight**  
**Diocese of Cleveland**  
**2013**

**Reading Literature: Fiction**

**Standards Assessed**

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Reading: Literature  
Key Ideas and Details

1. 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.

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

- RL.8.3. 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.

**Craft and Structure**

4. 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.

- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5. 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.

- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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

- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.



Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.8.7. 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.

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

- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.8.10. 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.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing

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

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Speaking & Listening

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

- SL.8.2. 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.

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

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 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.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. 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.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. 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.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. 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.
- L.8.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**Essential Questions**

1. What is the importance of knowing the elements of a literary selection?
2. Does an analysis of literary elements further my comprehension of the text?
3. How do I know the author's intent?
4. What is the relationship between fiction and truth?
5. How can a character's actions and choices provide me with an opportunity to reflect on my Catholic faith and values?

**Content**

**The students will know**

1. Textual evidence
2. Inferences
3. Theme
4. Development/interaction of individuals, events, ideas
5. Dialogue
6. Meanings of unknown words and phrases
7. Structure of text
8. Point of view
9. Diverse formats and media
10. Multimedia displays
11. Context clues
12. Reference materials
13. Word relationships
14. Figures of speech
15. Research skills
16. Rhetorical strategies

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Discern and cite evidence from the text to draw and support assertions.
2. Draw conclusions from inferences.
3. Identify theme and analyze its relation to various aspects of the text.
4. Analyze how dialogue influences actions, reveals character traits, and moves plot forward.
5. Connect the impact of specific words on meaning and tone through the use of analogies, allusions, or other means.
6. Assess how portions of the text relate to the whole.
7. Compare and contrast structures of the text to determine meaning and style.
8. Analyze and assess how different points of view shape the content of the text.
9. Recognize how different points of view create various effects (i.e. suspense, humor, etc.).
10. Integrate, evaluate, and compare diverse formats in media.
11. Connect how modern works of fiction draw on themes of the past (i.e. historical events, myths, traditional stories or religious works).
12. Draw evidence from literary texts to support analysis and reflection.

	<ol style="list-style-type: none"> <li>13. Analyze information presented by media and evaluate its motives.</li> <li>14. Utilize digital media to enhance presentation.</li> <li>15. 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.</li> <li>16. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.).</li> <li>17. Write legibly in cursive handwriting.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Character</li> <li>2. Characterization</li> <li>3. Genre</li> <li>4. Plot</li> <li>5. Conflict (internal and external)</li> <li>6. Setting</li> <li>7. Point of view (first, third, and omniscient)</li> <li>8. Voice</li> <li>9. Universal themes</li> <li>10. Fiction</li> <li>11. Informational</li> <li>12. Mood</li> <li>13. Tone</li> <li>14. Bias</li> <li>15. Context clues</li> <li>16. Connotation/denotation</li> <li>17. Literal</li> <li>18. Figurative</li> <li>19. Foreshadowing</li> <li>20. Flashback</li> <li>21. Metaphors/similes</li> <li>22. Idioms</li> <li>23. Irony</li> <li>24. Euphemism</li> </ol>	<ol style="list-style-type: none"> <li>1. Mystery</li> <li>2. Historical fiction</li> <li>3. Science fiction</li> </ol>
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Text Marking. Students will use symbols and abbreviations to respond to written text. For a novel, such as <i>To Kill a Mockingbird</i>, students will purchase a paperback copy of the book so they can make notations in the margins throughout the book to predict what will happen next, identify setting, themes, characters and character traits, plot development, inferences, questions about unknown words or situations, and personal reaction to things that occur.</li> <li>2. Analogy Game. Students will play an analogy game by taking vocabulary words from a text and creating an analogy involving that word as quickly as possible.</li> <li>3. Independent Work. Students will independently read a book and create a movie trailer for the novel. Students should include some exciting highlights from the book in their video. Videos should be presented to the class.</li> <li>4. Point of View Shift. After students read a story in class,</li> </ol>	<p><b>Responding to Text through Text Marking</b>  <b>Formative: Teacher Observation</b>  An important part of reading and comprehending is being able to respond to the written work. The teacher will visually observe the novel being read and confirm that text marking is taking place. As they are reading, students should mark their books with symbols or abbreviations in response to situations, pointing out things that they don't understand, characterization and character development, theme, and essential plot discoveries. This assessment will be completed by the teacher every week.</p> <p><b>Video Trailer for an Independent Reading Selection</b>  <b>Summative: Technology Project</b>  Students will independently read a book and create a movie trailer for the novel. Using a rubric as an assessment tool, the teacher will observe students' knowledge of an independent reading book through the use of script content and technology in a class</p>

- they will rewrite a story or part of a story using a different point of view and analyze how the story is altered because of the shift in point of view. A written analysis should be attached to the story rewrite.
- Book Prediction. By looking at the cover of a book, students will engage in a class discussion by answering the following questions:  
 What do you think the book is about? Why?  
 What does the title mean?  
 What does the illustration mean?  
 Do you know anything about the author that would help you understand what the book is about?  
 What do the colors on the book indicate?
  - Literature Comparison. After students read a novel or short story, have them watch the movie version of it and fill out a graphic organizer of literary elements as they watch to note the similarities and differences between the print version and the film version. After completing the graphic organizer, they can use the information to write an essay in which they argue which of the versions was better and why using specific examples from both the text and the film.

presentation.

**Point of View Shift**  
**Summative: Writing Assignment**  
 After students read a story in class, they will rewrite a story or part of a story using a different point of view and analyze how the story is altered because of the shift in point of view. A written analysis should be attached to the story rewrite.

**Literature Comparison**  
**Summative: Writing Assignment**  
 After students read a novel or short story, have them watch the movie version of it and fill out a graphic organizer of literary elements as they watch to note the similarities and differences between the print version and the film version. After completing the graphic organizer, they can use the information to write an essay in which they argue which of the versions was better and why using specific examples from both the text and the film.

**Book Prediction**  
**Formative: Class Discussion**  
 By looking at the cover of a book, students will engage in a class discussion by answering the following questions:  
 What do you think the book is about? Why?  
 What does the title mean?  
 What does the illustration mean?  
 Do you know anything about the author that would help you understand what the book is about?  
 What do the colors on the book indicate?

**Resources (Suggested)**

- iPad Resources
- Literature Connections  
 From the Common Core Standards-suggested books:  
 Grades 6-8 Text Exemplars-Stories  
*Little Women* by Louisa May Alcott  
*The Adventures of Tom Sawyer* by Mark Twain  
*A Wrinkle in Time* by Madeleine L'Engle  
*The Dark Is Rising* by Susan Cooper  
*Dragonwings* by Laurence Yep  
*The Tale of the Mandarin Ducks* by Katherine Paterson  
 "Eleven" by Sandra Cisneros  
*Black Ships Before Troy: The Story of the Iliad* by Rosemary Sutcliff  
*Animal Farm* by George Orwell  
 "A Retrieved Reformation" by O. Henry  
*Call of the Wild* by Jack London  
 "Dr. Heidegger's Experiment" by Nathaniel Hawthorne  
*Flowers for Algernon* by Daniel Keyes  
 "Gift of the Magi" by O. Henry  
*Lightning Thief* by Rick Riordan  
*Okay For Now* by Gary Schmidt  
 "Rappaccini's Daughter" by Nathaniel Hawthorne  
 "Sleepy Hollow" by Washington Irving  
*Taking Sides* by Gary Soto  
*The Book Thief* by Mark Zusak  
*The Diary of Anne Frank* (DVD)

**Catholic Identity**

- Social Justice Teachings**
- ❖ Rights and Responsibilities
  - ❖ Care for God's Creation
- Rights of Children**
- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
  - ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
  - ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
  - ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
  - ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
  - ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
  - ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
  - ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

*The Giver* by Lois Lowry  
*The Graveyard Book* by Neil Gaiman  
"The Necklace" by Guy de Maupassant  
*The Outsiders* by S. E. Hinton  
*The Outsiders* (1987) Francis Ford Coppola DVD  
*The Pigman* by Paul Zindel  
"The Ransom of Red Chief" by O. Henry  
*The Wednesday Wars* by Gary Schmidt  
"The Tell-Tale Heart" by Edgar Allen Poe

3. Internet Resources



[Internet 4 Classrooms](#)



[Info Ohio](#)



[Kids Love a Mystery](#)



[Awesome Library](#)



[Ed Helper](#)



[Learning Tools](#)



[Education](#)

- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Eight  
Diocese of Cleveland  
2013**

**Reading Literature: Drama**

**Standards Assessed**

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Reading: Literature  
Key Ideas and Details

1. 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.

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

- RL.8.3. 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.

Craft and Structure

4. 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.

- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5. 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.

- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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

- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.8.7. 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.

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

- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Speaking & Listening

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

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Knowledge of Language 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.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. 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.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. 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.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. 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.
- L.8.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### Essential Questions

1. What are the essential components of drama?
2. How do I personally interpret a character through reading, watching or acting?
3. How does drama reflect as well as shape culture?
4. In what ways is drama different than other types of literature?
5. What is the purpose of drama?

**Content**


**The students will know**

**Skills**

**[Bloom's Taxonomy](#)**

<ol style="list-style-type: none"> <li>1. Textual evidence</li> <li>2. Inferences</li> <li>3. Central ideas/themes</li> <li>4. Comparison and contrast</li> <li>5. Development/interaction of individuals, events, ideas</li> <li>6. Dialogue</li> <li>7. Meaning of unknown words or phrases</li> <li>8. Point of view</li> <li>9. Context clues</li> <li>10. Reference materials</li> <li>11. Word relationships</li> <li>12. Figures of speech</li> </ol>	<p><b><u>DOK Links</u></b>  <b>The students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Discern and cite evidence from the text to draw and support assertions.</li> <li>2. Draw conclusions from inferences.</li> <li>3. Identify theme and analyze its relation to various aspects of the play.</li> <li>4. Analyze how dialogue influences actions, reveals character traits, and moves plot forward.</li> <li>5. Connect the impact of specific words on meaning and tone through the use of analogies, allusions or other means.</li> <li>6. Analyze and assess how different points of view shape the play; recognize how different points of view create various effects (i.e. suspense, humor, etc.).</li> <li>7. 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.</li> <li>8. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.)</li> <li>9. 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.</li> <li>10. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</li> <li>11. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>12. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ol>
<p><b>Common Core Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Theater</li> <li>2. Dialogue</li> <li>3. Stage direction</li> <li>4. Audience</li> <li>5. Scene</li> <li>6. Script/line</li> <li>7. Acts</li> <li>8. Narrator</li> <li>9. Stage left/right</li> <li>10. Tragedy</li> <li>11. Comedy</li> <li>12. Dramatic effect</li> <li>13. Foreshadowing</li> <li>14. Flashback</li> <li>15. Cue</li> <li>16. Chronological order</li> <li>17. Genre</li> </ol>	<p><b>Additional Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Soliloquy</li> <li>2. Monologue</li> <li>3. William Shakespeare</li> <li>4. Shakespearean</li> <li>5. Globe Theater</li> </ol>



Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> <li>1. Cooperative Presentation. Using a play that the students have read in class, groups of students will each present one scene to the class to show the importance of body language, gesture, and vocal cues in drama.</li> <li>2. Drama Comparison. After students read a play, such as <i>Romeo and Juliet</i>, they should watch a film version of it, such as <i>West Side Story</i>. Using a graphic organizer, they will indicate similarities and differences between the two and have a class discussion on what they found. After the discussion, they will write an essay in which they argue which version of the play was stronger, using evidence from the written version and its film version.</li> <li>3. Circle Board. After the teacher takes a significant word from a play and puts it in a circle on the board, students will come up to the board and draw off of that word different images, emotions, or feelings (connotations) as well as definitions (denotations). The class then will discuss how the word fits the author's purpose of the scene. This activity will show students the variety of words available and how word choice is deliberate. The activity can be repeated with a different word.</li> <li>4. Figurative Language Graphic Organizer. As students read a play individually or as a class, they will complete a graphic organizer for figures of speech that they find in the play. (See link.) They should list the figure of speech itself, what type it is (simile, metaphor, personification, etc.), and the effect it created. The students should then write a reflective paragraph on the impact of figurative language on a writer's work.</li> <li>5. Character Analysis. Students will choose one of the characters in a play the class is reading and complete a graphic organizer on that character, analyzing his or her traits. For each of the traits the student lists, he or she should find two to three examples from the play to support that trait. Students who chose the same character can then get into a group with others who chose that character to compare notes. After students have compared notes, each individual student should write an essay analyzing the character, using three of the traits discussed with evidence of each from the text.</li> <li>6. Historical Comparison. After students read a play with some basis in history, they should each find an article about that time period or some aspect of the play and read to determine if the events in the play were historically accurate or not. A class discussion will follow with each student contributing what he or she found.</li> </ol> <p> <a href="#">Figurative Language Graphic Organizer</a></p>	<p><b>Cooperative Presentation</b>  <b>Formative: Dramatization</b>  Using a play that the students have read in class, groups of students will each present one scene to the class to show the importance of body language, gesture, and vocal cues in drama.</p> <p><b>Drama Comparison</b>  <b>Formative: Observation</b>  After students read a play, such as <i>Romeo and Juliet</i>, they should watch a film version of it, such as <i>West Side Story</i>. Using a graphic organizer, they will indicate similarities and differences between the two and have a class discussion on what they found.</p> <p><b>Drama Comparison Essay</b>  <b>Summative: Essay</b>  After the class discussion on the similarities and differences between the written version of a play and the film version of a play, students will write an essay in which they argue which version of the play was stronger, using evidence from the written version and its film version.</p> <p><b>Figurative Language</b>  <b>Formative: Graphic Organizer</b>  As students read a play individually or as a class, they will complete a graphic organizer for figures of speech that they find in the play. (See link.) They should list the figure of speech itself, what type it is (simile, metaphor, personification, etc.), and the effect it created. The students should then write a reflective paragraph on the impact of figurative language on a writer's work.</p> <p><b>Character Analysis</b>  <b>Summative: Essay</b>  Students will choose one of the characters in a play the class is reading and complete a graphic organizer on that character, analyzing his or her traits. For each of the traits the student lists, he or she should find two to three examples from the play to support that trait. Students who chose the same character can then get into a group with others who chose that character to compare notes. After students have compared notes, each individual student should write an essay analyzing the character, using three of the traits discussed with evidence of each from the text.</p>
<p><b>Resources (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Literature Connections  <i>A Christmas Carol</i> dramatization by Frederick Gaines or other drama form  <i>A Christmas Carol</i> with Alastair Sim (1951) or George C.</li> </ol>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Rights and Responsibilities</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p>

Scott (1984) DVD

*Macbeth* by William Shakespeare

*Romeo and Juliet* Franco Zeffirelli (1968) DVD

*Romeo and Juliet* (Shakespeare Made Easy) [Paperback]

*The Glass Menagerie* by Tennessee Williams

*The Monsters Are Due on Maple Street* teleplay

*The Monsters Are Due on Maple Street* original episode of

*The Twilight Zone*

*West Side Story* Robert Wise and Jerome Robbins (1961)  
DVD

3. The Great Lakes Theater Residency Program

4. Internet Resources



[Drama Notebook](#)



[Shakespeare](#)

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Eight  
Diocese of Cleveland  
2013**

**Reading Literature: Poetry**

**Standards Assessed**

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Reading: Literature

**Key Ideas and Details**

1. 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.

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

- RL.8.3. 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.

**Craft and Structure**

4. 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.

- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5. 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.

- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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

- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.8.7. 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.

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

- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.8.10. 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.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Writing

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

- W.8.6. 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.

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

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9b. 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”).

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Speaking & Listening

Comprehension and Collaboration 1. 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.

- SL.8.1. 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.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

- SL.8.3. 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.

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

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 8, Language

Knowledge of Language 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.

- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. 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.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. 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.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. 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.
- L.8.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### Essential Questions

1. How are literary devices utilized in poetry?
2. Why should I read poetry?
3. What is the purpose of imagery, sound devices, and symbolism?
4. What is the message the author is sending to me?
5. How does the poem affect me?
6. In what ways is reading poetry different from reading prose?

### Content

The students will know

1. Textual evidence
2. Inferences
3. Central ideas/themes
4. Development/interaction of individuals, events, ideas
5. Meaning of unknown words or phrases
6. Stanza
7. Structure of text
8. Point of view
9. Diverse formats of media
10. Context clues
11. Reference materials
12. Word relationships
13. Figures of speech

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Discern and cite evidence from the poem to draw and support assertions.
2. Draw conclusions from inferences.
3. Identify theme and analyze its relation to various aspects of the poem.
4. Analyze how the poetry's progression portrays actions, reveals character traits, and moves poem forward.
5. Explain the structure of a poem, specifically how the stanzas relate to each other as a whole.
6. Compare and contrast structures of the poem to determine meaning and style.
7. Analyze and assess how different points of view shape the content of the text; recognize how different points of view create various effects (i.e. suspense, humor, etc.).
8. Integrate, evaluate, and compare diverse formats in media.
9. Analyze information presented by media and evaluate its motive.

- 10. Utilize digital media to enhance presentation.
- 11. 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.
- 12. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.).
- 13. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- 14. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- 15. 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.
- 16. 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.

**Common Core Vocabulary**

**Additional Vocabulary**

- 1. Poetry
- 2. Verse
- 3. Connotation
- 4. Denotation
- 5. Stanza
- 6. Iambic pentameter
- 7. Haiku
- 8. Free verse
- 9. Onomatopoeia
- 10. Personification
- 11. Alliteration
- 12. Similes
- 13. Metaphors
- 14. Assonance
- 15. Meter
- 16. Elegy
- 17. Ode
- 18. Sonnet
- 19. Narrative poetry
- 20. Lyrical poetry
- 21. Intonation
- 22. Clauses
- 23. Oral fluency
- 24. Figurative language
- 25. Interpretation
- 26. Critical comparisons

- 1. Rhythm
- 2. Rhyme
- 3. Rhyme scheme
- 4. Internal rhyme
- 5. Figurative language
- 6. Prose

**Learning Experiences (Suggested)**

**Assessment (Suggested)**

1. Class Discussion. Students will compare and contrast the experience of reading a poem to listening or viewing an audio, video, or live version of a selected poem. They

**Figurative Language**  
**Formative: Graphic Organizer**  
 After reading a poem such as "The Highwayman," students will

might use a graphic organizer to note similarities and differences before engaging in discussion.

2. **Figurative Language.** After reading a poem, such as "The Highwayman" by Alfred Noyes, students will give examples of onomatopoeia, alliteration, simile, and metaphor and write the verse in which each appears using a graphic organizer (see link). Students will then write a paragraph in which they reflect on the effect of these figures of speech on the meaning of the poem.
3. **Circle Board.** After the teacher takes a significant word from a poem and puts it in a circle on the board, students will come up to the board and draw off of that word different images, emotions, or feelings (connotations) as well as definitions (denotations). The class then will discuss how the word fits the author's purpose in the poem. This activity will show students the variety of words available and how word choice is deliberative. The activity can be repeated with a different word.
4. **Close Reading.** Students will receive a printed copy of a small selection of a complex poem. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the main idea of the selection and details that contribute to that main idea.
5. **Poetry Paraphrase.** After students read a poem, they will write a paraphrase of the poem. They should rewrite the poem as prose without any figures of speech. Students will share their paraphrases with the class and engage in discussion about the effect of figurative language on a poem and the difference between prose and poetry.
6. **Poetry Slam.** Convert the classroom into a coffee house and have students each memorize their favorite poem to be presented to the rest of the class as a competition. The following simple benchmarks might be used:  
Each student performance would be two to three minutes in length.  
Performances would make effective use of dynamics and pacing.  
Students would clearly articulate their words.  
Students would make appropriate use of gestures to convey the message or feeling of their poems.  
Students would partially (at least one minute) or completely memorize their poem.  
No props, costumes, or musical instruments of any kind would be allowed; this would be poetry in its purest form.
7. **Cooperative Poetry Comparison.** Students in small groups should choose two poems on the same topic but by different authors. Using a graphic organizer, they should identify similarities and differences between the two poems, focusing especially on word choice, tone, and figurative language. Then they should prepare a visual

give examples of onomatopoeia, alliteration, simile, and metaphor and write the verse in which each appears using a graphic organizer (see link). Students will then write a paragraph in which they reflect on the effect of these figures of speech on the meaning of the poem.

### **Poetry Paraphrase**

#### **Formative: Reading Task**

After students read a poem, they will write a paraphrase of the poem. They should rewrite the poem as prose without any figures of speech. Students will share their paraphrases with the class and engage in discussion about the effect of figurative language on a poem and the difference between prose and poetry.

### **Poetry Slam**

#### **Summative: Recital**

Convert the classroom into a coffee house and have students each memorize their favorite poem to be presented to the rest of the class as a competition. The following simple benchmarks might be used:

Each student performance would be two to three minutes in length.

Performances would make effective use of dynamics and pacing.

Students would clearly articulate their words.

Students would make appropriate use of gestures to convey the message or feeling of their poems.

Students would partially (at least one minute) or completely memorize their poem.

No props, costumes, or musical instruments of any kind would be allowed; this would be poetry in its purest form.

### **Cooperative Poetry Comparison**

#### **Summative: Comparative Study**

Students in small groups should choose two poems on the same topic but by different authors. Using a graphic organizer, they should identify similarities and differences between the two poems, focusing especially on word choice, tone, and figurative language. Then they should prepare a visual using technology and present their comparison to the rest of the class.

using technology and present their comparison to the rest of the class.



[Close Reading of a Literary Text](#)



[Reading Poetry in the Middle Grades](#)



[The Highwayman Poetry Worksheet](#)



[Figurative Language Graphic Organizer](#)

### Resources (Suggested)

1. iPad Resources
2. Literature Connections  
*Central Park Serenade* by Laura Godwin (book to portray onomatopoeia and other elements of a poem)  
"Nothing Gold Can Stay" by Robert Frost  
Poetry of Edgar Allen Poe  
"The Charge of the Light Brigade" by Alfred, Lord Tennyson  
"The Highwayman" poem by Alfred Noyes  
"The Highwayman" animated film  
"The Highwayman" song by Loreena McKennitt  
Common Core Text Exemplars, Grades 6-8  
"Paul Revere's Ride" by Henry Wadsworth Longfellow  
"O Captain, My Captain!" by Walt Whitman  
"Jabberwocky" by Lewis Carroll  
"Twelfth Song of Thunder" Navajo Tradition  
"The Railway Train" by Emily Dickinson  
"The Song of Wandering Aengus" by William Butler Yeats  
"The Road Not Taken" by Robert Frost  
"Chicago" by Carl Sandburg  
"I, Too, Sing America" by Langston Hughes  
"The Book of Questions" by Pablo Neruda  
"Oranges" by Gary Soto  
"A Poem for My Librarian, Mrs. Long" by Nikki Giovanni
3. Internet Resources



[Internet 4 Classrooms](#)



[Info Ohio](#)



[8th Grade Poetry Quizlets](#)



[Poetry Scavenger Hunt](#)



[Poe Museum](#)



[Poetry Slam](#)

### Catholic Identity

#### Social Justice Teachings

- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

#### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.



# PARENT GUIDE

## GRADE EIGHT READING CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Eight.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Reading: Literature</b>	
Key Ideas and Details	
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	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.
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
	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.
	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	
	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.
<b>Reading: Informational Text</b>	
Key Ideas and Details	
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

<b>Key Ideas and Details continued</b>	
	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>Craft and Structure</b>	
	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.
	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.
	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.
<b>Integration of Knowledge and Ideas</b>	
	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	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.
	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.
<b>Range of Reading and Level of Text Complexity</b>	
	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
	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.
	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	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.
	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.
<b>Presentation of Knowledge and Ideas</b>	
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>Writing</b>	
<b>Text Types and Purposes</b>	
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>Production and Distribution of Writing</b>	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	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.
<b>Research to Build and Present Knowledge</b>	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").



# READING CURRICULUM

## GRADE EIGHT

### DIOCESE OF CLEVELAND

## Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Reading: Literature</b>	
Key Ideas and Details	
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	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.
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	
	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.
	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	
	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.
<b>Reading: Informational Text</b>	
Key Ideas and Details	
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Date Taught	
Key Ideas and Details continued	
	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
	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.
	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.
	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.
Integration of Knowledge and Ideas	
	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	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.
	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.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<b>Speaking and Listening</b>	
Comprehension and Collaboration	
	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.
	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	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.
	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.
Presentation of Knowledge and Ideas	
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>Writing</b>	
Text Types and Purposes	
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Production and Distribution of Writing	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	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.
Research to Build and Present Knowledge	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

