# 2019-2020 ELA Curriculum Map, Grade 8, Q1

**Reading Focus: Literature**  
**Writing Focus: Narrative**

## Unifying Concept: What Makes Us Who We Are?

### Quarter 1

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<th>Enduring Understandings</th>
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| Time and culture create individual experiences that generate the development of ideas, the ability to impart knowledge, and the capacity to communicate effectively to engage a global society. | • In what ways has literature brought you to a greater understanding of yourself?  
• How do writers develop a personal voice?  
• What decisions do writers make as they refine their writing?  
• How do readers distinguish the elements of a well-written story? |

### Standards

**Highly-Leveraged Standards**

1. **8.RL.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. **8.RL.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. **8.RL.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.
4. **8.W.3** 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.

**Supporting Standards**

1. **8.RL.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.
2. **8.RL.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.
3. **8.RL.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
4. **8.W.7** 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.
5. **8.W.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.
6. **8.SL.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.
7. **8.SL.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.
8. **8.SL.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**8.L.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.

a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).

b. 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.

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.

d. Verify the preliminary determination of the meaning of a word or phrase.

**8.L.5** 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).

**8.L.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.

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**Social Justice Standards**

**Identity:**
- Students will know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings (ID.6-8.5).

**Diversity:**
- Students will know they are connected to other people and can relate to them even when we are different or when we disagree (DI.6-8.9).
- Students will explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture (DI.6-8.10).

**Justice:**
- Students will relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using (JU.6-8.11).

**Action:**
- Students will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals (AC.6-8.20).

**Teaching Tolerance Website**
[https://www.tolerance.org/](https://www.tolerance.org/)

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**Adopted Texts and Materials**

**Textbook:** *The Language of Literature and Elements of Literature*

**Recommended Extended Texts:**
- *Adventures of Tom Sawyer, The*, Mark Twain
- *Taking Sides*, Gary Soto

**Multicultural Adoptions:**
- *Color of My Words*, The Lynn Joseph
- *La Linea*, Ann Jaramillo
### Recommended Short Texts:

- **Born Worker** by Gary Soto, p. 84
- “Fable, A” by Mark Twain, p. 804
- “Grand Mothers,” by Nikki Giovanni, p. 408
- *I was Dreaming to Come to America*, p. 885
- “Mother in Mannville,” by Marjorie Kinnan Rawlings, p. 59
- *One Million Volumes* by Rudolfo Anaya, p. 856
- “Raymond’s Run,” by Toni Cade Bambara, p. 32
- “This Land Is Your Land,” by Woodie Guthrie, p. 888
- “What is Success?” by Ralph Waldo Emerson, p. 207

### Instructional and Assessment Guides

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Reading Focus: Informational
Writing Focus: Informative/Explanatory

Unifying Concept:
The Courage to Be Yourself

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### Enduring Understandings

Writers and readers use a variety of strategies to investigate how stories develop the answers to questions of identity and connection to the world. Meaning is shaped through the writer’s style, perspective, structures and tone.

### Essential Questions

- How does a writer’s style shape the meaning of a text?
- How do writers create connections to the text?
- How do stories help us define who we are in our lives?

### Standards

#### Highly-Leveraged Standards

8.RI.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.
8.RI.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.
8.RI.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.
8.W.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 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 when useful to aiding comprehension.

**b.** Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.

**c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**e.** Establish and maintain a formal style.

**f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Supporting Standards

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
8.RI.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.
8.RI.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.RI.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.
8.W.7 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.
8.W.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.
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<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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**8.SL.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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### Teaching Tolerance Website

[https://www.tolerance.org/](https://www.tolerance.org/)

### Adopted Texts and Materials

**Textbook:** *The Language of Literature and Elements of Literature*

**Recommended Extended Texts:**
- “Diary of Anne Frank, The,” Goodrich and Hackett, p. 447

**Multicultural Adoptions:**
- *Day of the Pelican, The*, Katherine Patterson
- *When My Name was Keoko*, Linda Sue Park
### Recommended Short Texts:

- **Diary Entry,** Anne Marrow Lindbergh, p.126
- “Legacies/The Drum/Choices/A Journey/Knoxville, Tennessee (5 poems), Nikki Giovanni, p.417
- **Something to Declare,** Julia Alvarez, p. 302
- **Still Me,** Christopher Reeves, p. 374
- “Stop the Sun,” Gary Paulsen, p. 48
- “War Party,” Louis L’Amour, p.737

### Instructional and Assessment Guides

- **TUSD SPARKS**
- **SPARK Strategies**
- **Writing Guide**
- **Writing Rubric**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**
- **Socratic Seminar**
- **Free Master Teacher Lesson Plans**
- **Performance Level Descriptors**

### Additional Instructional Resources

- [The Diary of Anne Frank Teachers Guide](#)
- Miep Gies the Woman who Helped Hide Anne Frank Dies at 100
- [Sympathy Paul Lawrence Dunbar](#)
- Woody Guthrie lesson plans
- Woody Guthrie singing *[This Land is Your Land](#)*
- *[Time (lyrics), The Byrds](#)*
- *[Turn! Turn! Turn!, The Byrds](#)*
**2019-2020 ELA Curriculum Map, Grade 8, Q3**

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<th>Writing Focus: Argumentative</th>
<th>Unifying Concept: Life Brings Challenges</th>
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### Enduring Understandings

Through reading and writing, learners can examine universal themes that mirror the human condition and help make personal connections, expanding one’s understanding of culture and the world around them.

### Essential Questions

- What processes are necessary to craft writing that expresses life experiences?
- How does one develop the ability to overcome adversity?
- What literary devices and elements help writers develop themes that build through the story?

### Standards

#### Highly-Leveraged Standards

1. **8.RL.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.
2. **8.RL.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.
3. **8.RL.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 efforts as suspense or humor.
4. **8.W.1** Write arguments to support claims with clear reasons and relevant evidence.
   - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   - Establish and maintain a formal style.
   - Provide a concluding statement or section that follows from and supports the argument presented.
5. **8.RL.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.
6. **8.RL.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.
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#### Supporting Standards

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### 2019-2020 ELA Curriculum Map, Grade 8, Q3

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### 8.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.  
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**8.W.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.  
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a. Apply grade 8 Reading standards to literature.  
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**8.SL.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.  
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 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 based on the evidence presented.

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a. Explain the function of verbal’s (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 verbal’s, voice, and mood.  
**8.L.2** 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. Use correct spelling.  
**8.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
a. Use verbs in the active and passive voice and in conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
8.L.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.

a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).

b. 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.

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.

d. Verify the preliminary determination of the meaning of a word or phrase.

8.L.5 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).

8.L.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.

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<td><strong>Textbook:</strong> The Language of Literature and Elements of Literature</td>
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<td><strong>Recommended Extended Texts:</strong></td>
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<tr>
<td>House on Mango Street, Sandra Cisneros</td>
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<tr>
<td>“Man-Made Monsters,” Daniel Cohen, p. 638</td>
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<td>“Lesson of the Moth, The,” Don Marquis, p.250</td>
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<td>“Mother to Son,” Langston Hughes, p.193</td>
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<tr>
<td>“Rules of the Game,” Amy Tan, p.348</td>
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<td>“We Alone,” Alice Walker, p. 279</td>
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</table>
### Recommended Short Texts:

- "Charge of the Light Brigade, The," Alfred, Lord Tennyson, p. 197
- "Fear," Gabriela Mistral, p. 367
- "Flowers for Algernon," Daniel Keyes, p. 220
- "High Tide in Tucson," Barbara Kingsolver, p. 134
- "Identity," Julio Noboa, p. 370
- "Introduction to Frankenstein," Mary Shelly, p. 643

### Multicultural Adoptions:

- *Bronx Masquerade*, Nikki Grimes
- *Brown Girl Dreaming*, Jacqueline Woodson

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# 2019-2020 ELA Curriculum Map, Grade 8, Q4

## Enduring Understandings

| The reader discovers the truth by reading and evaluating different genres and engages in a multitude of writing tasks shaped by discovery and connections. |

## Essential Questions

- What strategies could readers use to evaluate different genres in search of the truth?
- Is technology a benefit or a hindrance to discovering the truth?
- What research techniques are essential to recognizing the level of validity in a document or study?

## Standards

### Highly-Leveraged Standards

**8.RI.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.

**8.RI.6** Determine an author’s point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**8.RI.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.

**8.W.1** Write arguments to support claims with clear reasons and relevant evidence.

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

### Supporting Standards

**8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**8.RI.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.

**8.RI.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.RI.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.

**8.W.7** 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.

**8.W.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.

**8.SL.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.

**8.SL.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.
### 2019-2020 ELA Curriculum Map, Grade 8, Q4

| 8.SL.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 8.SL.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |

#### Constant Standards

- **8.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

- **8.W.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.)

- **8.W.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 8.)

- **8.W.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.

- **8.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  
  b. Apply grade 8 Reading standards to informational text and nonfiction.

- **8.W.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.

- **8.SL.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.
  
  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 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 based on the evidence presented.

- **8.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

- **8.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  
  a. Explain the function of verbal’s (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 verbal’s, voice, and mood.

- **8.L.2** 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.
  
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Adopted Texts and Materials

Textbook: Language of Literature and Elements of Literature

Multicultural Adoptions:
Beyond Courage: The Untold Story of Jewish Resistance, Doreen Rappaport
Claudette Colvin: Twice Toward Justice, Philip M. Hoose
### Recommended Extended Texts

<table>
<thead>
<tr>
<th>Text</th>
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<tbody>
<tr>
<td><em>Harriet Tubman: Conductor on the Underground Railroad</em></td>
<td>Ann Petry, p. 756</td>
</tr>
<tr>
<td><em>Unraveling Freedom</em></td>
<td>Ann Bausum</td>
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### Recommended Short Texts

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<td><em>Civil War Journal</em></td>
<td>Louisa May Alcott, p. 784</td>
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<tr>
<td><em>Lincoln a Photo-biography</em></td>
<td>Russell Freedman, p 770</td>
</tr>
<tr>
<td>&quot;Letter to Harriet Tubman,&quot;</td>
<td>Frederick Douglass, p. 765</td>
</tr>
<tr>
<td>O'Captain! My Captain!</td>
<td>Walt Whitman, p. 779</td>
</tr>
<tr>
<td><em>I am Malala</em></td>
<td>Christina Lamb and Malala Yousafzai</td>
</tr>
<tr>
<td><em>Nothing but the Truth and Related Readings, A Documentary Novel</em></td>
<td>Avi</td>
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### Instructional and Assessment Guides

- TUSD SPARKS
- SPARK Strategies
- Writing Guide
- Writing Rubric
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Socratic Seminar
- Free Master Teacher Lesson Plans
- Performance Level Descriptors

### Additional Instructional Resources

- *I am Malala* Resource Guide for Educators
- Beyond Courage: Book and Author Information
- Remember the Lusitania
- Rosa Parks Didn’t Act Alone
- O’Captain, My Captain Download Teachers Guide
- Joseph Campbell’s Monomyth

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1 **Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student's lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2 **Supporting Standards** are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3 **Constant Standards** are routinely addressed to reinforce grade-level mastery.