

**Chariho Regional School District  
Grade 8 - English Language Arts**

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**Grade 8, Unit 1**  
***Everyone Loves a Mystery***

**Overview**

**Number of Instructional Days:** 30

**Essential Question:** What attracts us to the mysterious?

**Genre Focus:** Fiction

**Extended Writing:** Narrative

Hairs rising on the back of your neck? Lips curling up into a wince? Palms a little sweaty? These are tell-tale signs that you are in the grips of suspense.

But what attracts us to mystery and suspense? We may have wondered what keeps us from closing the book or changing the channel when confronted with something scary, or what compels us to experience in stories the very things we spend our lives trying to avoid. Why do we do it? These are the questions students will explore in this unit. After reading classic thrillers and surprising mysteries within and across genres, your students will try their own hands at crafting fiction, applying what they have learned about suspense to their own narrative writing projects. Students will begin this unit as readers, brought to the edge of their seats by hair-raising tales, and they will finish as writers, leading you and their peers through hair-raising stories of their own. (Adapted from McGraw-Hill Ed's *StudySync*)

**Essential Skills**

**Reading Skills**

- Annotation
- Context Clues
- Reading Comprehension
- Textual Evidence
- Language, Style, and Audience
- Character
- Generating Questions
- Author's Purpose and Point of View
- Making and Confirming Predictions
- Theme
- Allusion
- Plot
- Story Structure
- Central or Main Idea

**Writing Skills**

- Text Dependent Responses
- Short Constructed Responses
- Peer Review
- Personal Response
- Compare and Contrast
- Organizing Narrative Writing
- Story Beginnings

- Narrative Techniques
- Descriptive Details
- Transitions
- Conclusions
- Narrative Writing Process: Plan
- Narrative Writing Process: Draft
- Narrative Writing Process: Revise
- Narrative Writing Process: Edit and Publish

**Speaking and Listening**

- Language
- Basic Spelling Rules I
- Dashes and Hyphens - Dashes
- Commas after Transitions

**Speaking and Listening**

- Collaborative Conversation

## Written Curriculum

**Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**  
*Click on the standard to view the standards progression.*

[RL.8.1](#) - Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[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 a text.

[RL.8.3](#) - Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

[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, tone, or mood, including the impact of allusion and irony.

[RL.8.5](#) - Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.

[RI.8.1](#) - Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RI.8.2](#) - Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary 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.

[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.

[W.8.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

[W.8.3.a](#) - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

[W.8.3.b](#) - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

[W.8.3.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.

[W.8.3.d](#) - Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.

[W.8.3.e](#) - Provide a conclusion that follows from and reflects on the narrated experiences or events.

[W.8.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.8.5](#) - 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.

[W.8.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

[W.8.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

[W.8.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[L.8.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.8.2.b](#) - Use an ellipsis to indicate an omission.

[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.8.4.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.

[L.8.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.8.5.c](#) - Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

[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.8.1.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.

[SL.8.1.b](#) - Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

[SL.8.1.c](#) - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

**Standards that Reinforce (StudySync - Practice/Application only) the Unit of Study Standards:**  
*Click on the standard to view the standards progression.*

[RI.8.5](#) - Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

[L.8.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[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.

[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.

[SL.8.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Grade 8, Unit 2** ***Past and Present***

### **Overview**

**Number of Instructional Days:** 30

**Essential Question:** What makes you, you?

**Genre Focus:** Poetry

**Extended Writing:** Literary Analysis

What makes us who we are? As we form bonds with other people and our communities over time, we realize that experiences from our past shape who we are in the present. With a genre focus on poetry, this Grade 8 unit prepares students to explore questions about how we see ourselves in the world.

Students in this unit will discover what it means to be yourself, to make tough decisions, and even to feel on top of the world, using the lens of figurative language to understand how authors express varied ideas about identity and belonging, past and present.

## Essential Skills

### Reading Skills

- Poetic Elements and Structure
- Making Inferences
- Arguments and Claims
- Visualizing
- Central or Main Idea
- Character
- Textual Evidence
- Allusion
- Plot
- Theme
- Figurative Language
- Summarizing

### Writing Skills

- Organizing Argumentative Writing
- Thesis Statement

- Reasons and Relevant Evidence
- Introductions
- Transitions
- Style
- Conclusions
- Literary Analysis Writing Process: Plan
- Literary Analysis Writing Process: Draft
- Literary Analysis Writing Process: Revise
- Literary Analysis Writing Process: Edit and Publish

### Language

- Active and Passive Voice
- Verb Moods
- Consistent Verb Voice and Mood

## Written Curriculum

**Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**  
*[Click on the standard to view the standards progression.](#)*

[RL.8.1](#) - Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[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 a text.

[RL.8.3](#) - Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

[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, tone, or mood, including the impact of allusion and irony.

[RL.8.5](#) - Compare and contrast the structures of two or more texts, analyzing how structure contributes

to meaning and style in each text.

[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.

[RL.8.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

[RI.8.2](#) - Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

[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.

[W.8.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.8.1.a](#) - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

[W.8.1.b](#) - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[W.8.1.c](#) - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[W.8.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

[W.8.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.8.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.8.5](#) - 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.

[W.8.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

[W.8.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

[W.8.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[L.8.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.8.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.8.5.a](#) - Interpret figures of speech (e.g. verbal irony, puns) in context.

[L.8.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

**Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:**  
*Click on the standard to view the standards progression.*

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

[RI.8.1](#) - Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

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

[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.

[RI.8.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

[W.8.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[W.8.2.a](#) - Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.8.2.b](#) - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

[W.8.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

[W.8.3.b](#) - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

[W.8.3.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.

[W.8.3.e](#) - Provide a conclusion that follows from and reflects on the narrated experiences or events.

[W.8.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

[W.8.10](#) - 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.

[L.8.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.8.1.a](#) - Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.

[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.8.4.a](#) - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[L.8.4.b](#) - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

[L.8.4.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.

[L.8.4.d](#) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[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.8.1.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.

[SL.8.1.b](#) - Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

[SL.8.1.c](#) - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

[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.

[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.

[SL.8.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Grade 8, Unit 3 / Unit 5** ***No Risk, No Reward & Trying Times***

#### **Overview**

**Number of Instructional Days:** 30

**Essential Question:** Why do we take chances?

**Genre Focus:** Informational Text

**Extended Writing:** Informative

Why do we take chances? Every time a person takes a chance, he or she risks losing something for the possibility of a reward. Sometimes these chances pay off, and sometimes they don't. Yet, people still take risks every day. With a genre focus on informational texts, this Grade 8 unit prepares students to explore questions about why we take chances.

The unit also includes a focus on World War II through selections that shed light on this international crisis. Students will read texts that explore its impact on specific groups of people, especially those who were targets of extreme prejudice.

After reading about these ideas within and across genres, students will write an informative essay, applying what they have learned from the unit’s literature, speeches, and informational texts to an informative writing project.

### Essential Skills

#### Reading Skills

- Evaluating Details
- Greek and Latin Affixes and Roots
- Media
- Summarizing
- Informational Text Structure
- Synthesizing
- Word Patterns and Relationships
- Informational Text Elements
- Figurative Language
- Context Clues
- Technical Language
- Language, Style, and Audience
- Connotation and Denotation

- Organizing Informative Writing
- Supporting Details
- Introductions
- Transitions
- Precise Language
- Style
- Conclusions
- Informative Writing Process: Plan
- Informative Writing Process: Draft
- Informative Writing Process: Revise
- Informative Writing Process: Edit and Publish

#### Writing Skills

- Thesis Statement

#### Language

- Participles
- Gerunds
- Infinitives

### Written Curriculum

**Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**  
[Click on the standard to view the standards progression.](#)

[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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.8.7](#) - Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).

[RI.8.2](#) - Determine a text’s central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary 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).

[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.

[RI.8.5](#) - Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

[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.

[RI.8.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

[W.8.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[W.8.2.a](#) - Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.8.2.b](#) - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

[W.8.2.c](#) - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

[W.8.2.d](#) - Use precise language and domain-specific vocabulary to inform about or explain the topic.

[W.8.2.e](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

[W.8.2.f](#) - Provide a concluding statement or section that follows from and supports the information or explanation presented.

[W.8.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.8.5](#) - 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.

[W.8.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

[W.8.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

[W.8.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[L.8.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[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.8.4.a](#) - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[L.8.4.b](#) - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

[L.8.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.8.5.a](#) - Interpret figures of speech (e.g. verbal irony, puns) in context.

[L.8.5.b](#) - Use the relationship between particular words to better understand each of the words.

[L.8.5.c](#) - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

[L.8.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.8.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:**  
[Click on the standard to view the standards progression.](#)

[RL.8.1](#) - Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences are drawn from the text, quoting or paraphrasing as appropriate.

[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 a text.

[RL.8.3](#) - Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

[RL.8.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

[RI.8.1](#) - Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[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.

[W.8.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.8.1.a](#) - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

[W.8.1.b](#) - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[W.8.1.c](#) - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[W.8.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

[W.8.10](#) - 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.

[L.8.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.8.1.b](#) - Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.

[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.8.4.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.

[L.8.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.8.5.c](#) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

[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.8.1.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.

[SL.8.1.b](#) - Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

[SL.8.1.c](#) - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

[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.

[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.

## **Grade 8, Unit 4** ***Hear Me Out***

### **Overview**

**Number of Instructional Days:** 30

**Essential Question:** How do you choose the right words?

**Genre Focus:** Argumentative Text

**Extended Writing:** Argumentative

Intrigue. Uproar. Inspiration. Hilarity. Heartbreak. Choosing the right words can have a strong effect on an audience. But how do you know which words are the right words? With a genre focus on argumentative texts, this Grade 8 unit prepares students to explore questions about how authors choose the right words.

After reading about these ideas within and across genres, your students will write an argumentative essay, applying what they have learned from the unit’s literature, speeches, and informational texts to an argumentative writing project.

## Essential Skills

### Reading Skills

- Making Connections
- Character
- Theme
- Arguments and Claims
- Reasons and Evidence
- Compare and Contrast
- Word Meaning
- Technical Language
- Language, Style, and Audience
- Media
- Point of View
- Setting a Purpose for Reading
- Connotation and Denotation
- Figurative Language
- Allusion
- Word Patterns and Relationships

### Writing Skills

- Organizing Argumentative Writing
- Thesis Statement
- Reasons and Relevant Evidence
- Introductions
- Transitions
- Style
- Conclusions
- Argumentative Writing Process: Plan
- Argumentative Writing Process: Draft
- Argumentative Writing Process: Revise
- Argumentative Writing Process: Edit and Publish

### Language

- Ellipses for Omission
- Commas for Pause or Separation
- Basic Spelling Rules II

## Written Curriculum

**Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**  
*[Click on the standard to view the standards progression.](#)*

[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 a text.

[RL.8.3](#) - Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

[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, tone, or mood, including the impact of allusion and irony.

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

[RL.8.7](#) - Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).

[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.

[RL.8.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

[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.

[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.

[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.

[RI.8.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

[W.8.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.8.1.a](#) - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.

[W.8.1.b](#) - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[W.8.1.c](#) - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[W.8.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.8.5](#) - 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.

[W.8.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).

[W.8.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).

[W.8.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[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.

[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.

[L.8.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.8.2.a](#) - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

[L.8.2.b](#) - Use an ellipsis to indicate an omission.

[L.8.2.c](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

[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.8.4.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.

[L.8.4.d](#) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[L.8.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.5.a](#) - Interpret figures of speech (e.g. verbal irony, puns) in context.

[L.5.b](#) - Use the relationship between particular words to better understand each of the words.

[L.5.c](#) - Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

[L.8.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

**Standards that Reinforce (StudySync - Practice/Application only) the Unit of Study Standards:**

*Click on the standard to view the standards progression.*

[RL.8.1](#) - Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RI.8.2](#) - Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary 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).

[W.8.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

[W.8.10](#) - 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.

[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.8.4.a](#) - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[L.8.4.b](#) - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

[L.8.4.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.

[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.8.1.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.

[SL.8.1.b](#) - Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

[SL.8.1.c](#) - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

[SL.8.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.