

NT – Not Tested		First Nine Weeks CIP	
Grade: 8	Subject: English	Year: 2017-2018	

First Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
week 4-5 (all year)	<ul style="list-style-type: none"> Understand the author's use of conventional elements and characteristics within a variety of genres. (8.5d) 	<ul style="list-style-type: none"> identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ setting – time and place ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self ◦ plot <ul style="list-style-type: none"> - initiating event - rising action - climax - falling action - resolution ◦ theme recognize different plot patterns including subplots. understand and analyze elements of an author's style, including: <ul style="list-style-type: none"> ◦ dialogue; ◦ sentence structure; ◦ language patterns; 		setting static dynamic external conflict individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology internal conflict – individual vs. self plot initiating event rising action climax falling action resolution theme author's style dialogue; sentence structure; language patterns; tone, including serious solemn sarcastic objective	Understand- L2 Identify- L2 Recognize- L2 Analyze- L4

		<ul style="list-style-type: none"> ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal - voice. 		enthusiastic humorous hostile disapproving personal impersonal voice.	
4- 5 (all year)	Punctuation Use and punctuate correctly varied sentence structures to include conjunctions and transition words. (8.8b)	<ul style="list-style-type: none"> • use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses. • use punctuation (comma, ellipsis, dash) to indicate a pause or break. • use and correctly punctuate transitional words, such as <i>furthermore</i>, <i>however</i>, <i>since</i>, and <i>next</i>. use correct conjunctions, such as <i>either/or</i> and <i>neither/nor</i> .		conjunctions transition words dependent and independent clauses comma, ellipsis, dash furthermore, however, since, and next. either/or and neither/nor.	Use-L3 Punctuate-L6
2-3	Reading: Fiction - Vocabulary <ul style="list-style-type: none"> • Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. (8.4b) 	<ul style="list-style-type: none"> • recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>. • analyze relationships common to analogy construction, including: <ul style="list-style-type: none"> ◦ type or example – cinnamon: spice; ◦ characteristics – glass: breakable; ◦ association – bow: arrow; ◦ operator – car: driver; ◦ degree – pleased: ecstatic; ◦ mathematical – three: six; ◦ number – louse: lice; 		multiple meaning words/phrases analogies type or example characteristics association operator degree mathematical number synonyms and antonyms purpose cause/effect	Use-L3 Determine-L5 Differentiate-L4 Recognize-L2 Analyze-L4

		<ul style="list-style-type: none"> ◦ synonyms and antonyms – hot: cold; ◦ purpose – chair: sit; ◦ cause/effect – sun: burn; ◦ sequence – day: week; ◦ characteristic – snow: cold; ◦ product – tree: lumber; and ◦ degree – warm: hot. <ul style="list-style-type: none"> • 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. 		sequence characteristic product degree context clues	
2-3	<ul style="list-style-type: none"> • Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary. (8.4c) 	<ul style="list-style-type: none"> • use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology). • recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text. 		roots and affixes cognates synonyms/antonyms	Use -L3 Determine-L5 Make -L6 Recognize -L2
4-5 (all year)	<p><u>Reading – Fiction</u> The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. (8.5c) 	<ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self • understand and analyze elements of an 		characters conflict point of view voice tone static dynamic internal conflict external conflict individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology	Explain -L2 Use -L3 Identify - L2 Understand -L2 Analyze -L4 Differentiate -L4 Analyze -L4 Determine-L5

		<p>author's style, including:</p> <ul style="list-style-type: none"> ◦ tone, including <ul style="list-style-type: none"> - serious - solemn ◦ - sarcastic <ul style="list-style-type: none"> - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal ◦ voice. <ul style="list-style-type: none"> • differentiate among points of view in stories, including: <ul style="list-style-type: none"> ◦ first person; ◦ third person limited to a character or narrator; and ◦ third person omniscient. • analyze how differences in points of view can create such effects as suspense or humor. • determine an author's point of view or purpose in a text. <p>analyze how differences in points of view can create such effects as suspense or humor.</p>		<p>tone</p> <p>serious solemn sarcastic objective enthusiastic humorous hostile disapproving personal impersonal</p> <p>voice point of view</p> <p>first person; third person limited to a character or narrator; and third person omniscient.</p> <p>suspense humor</p>	
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# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	<p><u>Reading – Fiction</u> The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. (8.5b) 	<ul style="list-style-type: none"> • make inferences, draw conclusions, and point to an author's implications in the text. 		inferences draw conclusions explicit and implied information	Make -L6 Draw -L4 Point -L3
2	<p><u>Reading: Nonfiction</u> The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Identify the main idea. (8.5h) 			main idea supporting details	Analyze -L4 Identify -L2
2	<ul style="list-style-type: none"> • Identify an author's organizational pattern using textual clues, such as transitional words and phrases. (8.5j) 			compare/contrast chronological order listing/enumeration generalization problem solution concept definition description cause and effect process	Identify -L2
2	<p>Identify cause and effect relationships. (8.5k)</p>	<ul style="list-style-type: none"> ◦ understand the relationship between causes and effects. ◦ understand that a cause may have multiple effects. ◦ understand that an effect may have multiple causes. ◦ 		cause and effect	Identify - L2 Understand -L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<p>Writing – Narrative The student will write in a variety of forms, including narration, exposition, persuasion, and informational. Identify intended audience. (8.7a)</p>	<ul style="list-style-type: none"> • write in a variety of forms, including: narrative – writing to tell a story; • use written expression to explain, analyze, or summarize a topic with attention to: <ul style="list-style-type: none"> ◦ purpose and audience; 		audience/purpose narrative written expression	Write -L6 Identify -L2 Use -L3 Explain -L2 Analyze -L4 Summarize -L4
1	<ul style="list-style-type: none"> • Use prewriting strategies to generate and organize ideas. (8.7b) 	<ul style="list-style-type: none"> • use a variety of prewriting strategies, for example: <ul style="list-style-type: none"> ◦ brainstorming; ◦ webbing; ◦ mapping; ◦ outlining; ◦ clustering; ◦ listing; and <p>using graphic organizers.</p>		brainstorming; webbing; mapping; outlining; clustering; listing; and using graphic organizers	Use -L3 Generate - L6 Organize -L4
1	<p>Writing - Expository</p> <ul style="list-style-type: none"> • Distinguish between a thesis statement and a topic sentence. (8.7c) 	<ul style="list-style-type: none"> • create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph. • understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences. 		topic sentence thesis statement	Distinguish -L4 Create -L6 Explain -L2 Understand -L2 Support -L5 Unify -L4 Direct -L4
1-2	<ul style="list-style-type: none"> • Organize details to elaborate the central idea and provide unity. (8.7d) 	<ul style="list-style-type: none"> ◦ elaborate the central idea, providing sustained unity throughout the writing. 		elaborate central idea unity	Organize -L4 Elaborate -L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<ul style="list-style-type: none"> • Select specific vocabulary and information for audience and purpose. (8.7e) 	<ul style="list-style-type: none"> • choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 		wordiness redundancy	Select -L1 Choose -L5 Expresses -L2 Recognizing -L2
1	<ul style="list-style-type: none"> • Use interview quotations as evidence. (8.7f) 	<ul style="list-style-type: none"> • 		interview quotations evidence	Use -L3
1	<p>Writing – Persuasion</p> <ul style="list-style-type: none"> • Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. (8.7g) 	<ul style="list-style-type: none"> • apply revising procedures, including: <ul style="list-style-type: none"> ◦ rereading; ◦ reflecting; ◦ rethinking; ◦ rewriting; ◦ including vivid vocabulary; ◦ combining sentences for variety and rhythm; and ◦ providing transitions between ideas and paragraphs. • choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 		revise rereading; reflecting; rethinking; rewriting; including vivid vocabulary; combining sentences for variety and rhythm; and providing transitions between ideas and paragraphs.	Revise -L6 Apply -L3 Choose -L5 Expresses -L2 Recognizing -L2 Use -L3 Create -L6 Clarify -L1
1-2	<ul style="list-style-type: none"> • Use computer technology to plan, draft, revise, edit, and publish writing. (8.7h) 	<ul style="list-style-type: none"> • use keyboarding, including spell checkers and grammar checkers when available. 			Use -L3

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2-3	<u>Parts of Speech</u> Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. (8.8a)	<ul style="list-style-type: none"> diagram sentences with phrases and clauses. 		sentence diagramming	Use-L3 Analyze-L4 Diagram- L6
1-2	<u>Grammar/Mechanics/Usage</u> <u>Pronoun Antecedent Agreement</u> <ul style="list-style-type: none"> Choose the correct case and number for pronouns in prepositional phrases with compound objects. (8.8c) 	<ul style="list-style-type: none"> use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent. use objective pronouns in prepositional phrases with compound objects. 		pronoun antecedent prepositional phrases with compound objects	Choose-L1 Use-L3
1	<u>Verb Tense Subject-Verb Agreement</u> <ul style="list-style-type: none"> Maintain consistent verb tense across paragraphs. (8.8d) 	<ul style="list-style-type: none"> choose and maintain tense (present, past, future) throughout an entire paragraph or text. 		consistent verb tense past, present, future verb tense	Choose- L1 Maintain- L3
4-5	Compare and contrast authors' styles. (8.5f)				Compare and contrast-L4

4-5 (all year)	Reading: Nonfiction The student will read , comprehend , and analyze a variety of nonfiction texts. Draw on background knowledge and knowledge of text structure to understand selections. (8.6a)	<ul style="list-style-type: none"> • activate prior knowledge before reading by use of: <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary. 		anticipation guides	Read-L1 Comprehend-L2 Analyze-L4 Draw-L4 Activate-L3
4-5 (all year)	Analyze details for relevance and accuracy. (8.6e)	<ul style="list-style-type: none"> • analyze an author's choice of details by examining: <ul style="list-style-type: none"> ◦ accuracy; ◦ placement; ◦ thoroughness; ◦ relevance; and • effectiveness. 		relevance and accuracy	Analyze-L4
1	Differentiate between fact and opinion. (8.6f)			fact and opinion	Differentiate-L4
2	Identify the main idea (8.6g) .	<ul style="list-style-type: none"> • use strategies for summarizing, such as the following: <ul style="list-style-type: none"> ◦ delete trivia-M/S and redundancy; ◦ substitute a general term for a list; and ◦ find or create a main idea statement. ◦ 		main idea supporting details trivial redundancy	Identify-L2 Use-L3 Delete-L2 Substitute-L2 Find-L2 Create-L6
2	<ul style="list-style-type: none"> • Identify an author's organizational pattern using textual clues, such as transitional words and phrases. (8.6i) 	<ul style="list-style-type: none"> • analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; 		organizational patterns cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition;	Identify-L2 Analyze-L4 Record-L1

		<ul style="list-style-type: none"> ◦ concept/definition; ◦ generalization; and ◦ process. 		generalization; and process.	
1	<ul style="list-style-type: none"> • Identify cause and effect relationships. (8.6j) 	<ul style="list-style-type: none"> • analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> ◦ cause and effect; 		cause and effect	Identify -L2 Analyze -L4 Record -L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<ul style="list-style-type: none"> • Use reading strategies to monitor comprehension throughout the reading process. (8.6l) 	Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.		QAR text annotation	Use -L3
1	Writing - Expository Distinguish between a thesis statement and a topic sentence. (8.7c)	<ul style="list-style-type: none"> • create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay, and is usually found in the first paragraph. • understand that a topic sentence supports an essay's thesis statement; it unifies a paragraph and directs the order of the sentences. 		topic sentence thesis statement	Distinguish -L4 Create -L6 Explain -L2 Understand -L2 Support-L5 Unify -L4 Direct -L4
1-ongoing	Select specific vocabulary and information for audience and purpose. (8.7e)	<ul style="list-style-type: none"> • choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 		wordiness redundancy	Select -L1 Choose -L5 Expresses -L2 Recognizing -L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	<p>Writing – Persuasion</p> <ul style="list-style-type: none"> Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. (8.7g) 	<ul style="list-style-type: none"> apply revising procedures, including: <ul style="list-style-type: none"> rereading; reflecting; rethinking; rewriting; including vivid vocabulary; combining sentences for variety and rhythm; and providing transitions between ideas and paragraphs. choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 		<p>revise</p> <p>rereading;</p> <p>reflecting;</p> <p>rethinking;</p> <p>rewriting;</p> <p>including vivid vocabulary;</p> <p>combining sentences for variety and rhythm; and</p> <p>providing transitions between ideas and paragraphs</p>	<p>Revise -L6</p> <p>Apply -L3</p> <p>Choose -L5</p> <p>Expresses -L2</p> <p>Recognizing -L2</p> <p>Use -L3</p> <p>Create -L6</p> <p>Clarify -L1</p>

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1-2	<p>Reading: Fiction - Vocabulary</p> <p>The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</p> <ul style="list-style-type: none"> Identify and analyze an author's use of figurative language. (8.4a) 	<ul style="list-style-type: none"> understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons; metaphor – figure of speech that <i>implies</i> comparisons; personification – figure of speech that applies human characteristics to nonhuman objects; hyperbole – intentionally exaggerated figure of speech; and symbol – word or object that 		<p>figurative language</p> <p>simile</p> <p>metaphor</p> <p>personification</p> <p>hyperbole</p> <p>symbol</p>	<p>Apply -L3</p> <p>Identify -L2</p> <p>Analyze -L4</p> <p>Use -L3</p> <p>Determine -L5</p>

		represents something else. For example, a dove stands for peace.			
2-3	<ul style="list-style-type: none"> Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. (8.4b) 	<ul style="list-style-type: none"> recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>. analyze relationships common to analogy construction, including: <ul style="list-style-type: none"> type or example – cinnamon: spice; characteristics – glass: breakable; association – bow: arrow; operator – car: driver; degree – pleased: ecstatic; mathematical – three: six; number – louse: lice; synonyms and antonyms – hot: cold; purpose – chair: sit; cause/effect – sun: burn; sequence – day: week; characteristic – snow: cold; product – tree: lumber; and degree – warm: hot. 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. 		multiple meaning words/phrases analogies type or example characteristics association operator degree mathematical number synonyms and antonyms purpose cause/effect sequence characteristic product degree context clues	Use-L3 Determine-L5 Differentiate-L4 Recognize-L2 Analyze-L4

4-5	<ul style="list-style-type: none"> Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary. (8.4c) 	<ul style="list-style-type: none"> use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology). recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text. 		roots and affixes cognates synonyms/antonyms	Use-L3 Determine-L5 Make-L6 Recognize-L2
2-3	<ul style="list-style-type: none"> Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words. (8.4d) 	<ul style="list-style-type: none"> consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning. 		dictionary thesaurus glossary pronunciation etymology	Use-L3 Consult-L3
1-2	<ul style="list-style-type: none"> Explain the use of symbols and figurative language. (8.5a) 	<ul style="list-style-type: none"> analyze an author's use of literary devices, including: <ul style="list-style-type: none"> symbolism – the use of concrete and recognizable things to represent ideas. analyze poetic devices in prose and poetry, including: <ul style="list-style-type: none"> figurative language; symbolism; evaluate an author's choice of words and images. 		symbols/symbolism figurative language author's word choice	Analyze-L4 Explain-L2 Evaluate-L5
2	<p>Reading – Fiction The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> Make inferences and draw conclusions based on explicit and implied information using 	<ul style="list-style-type: none"> make inferences, draw conclusions, and point to an author's implications in the text. 		inferences draw conclusions explicit and implied information	Make-L6 Draw-L4 Point-L3

	evidence from text as support. (8.5b)				
4-5	<ul style="list-style-type: none"> • Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. (8.5c) 	<ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self • understand and analyze elements of an author’s style, including: <ul style="list-style-type: none"> ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal • voice • differentiate among points of view in 		characters conflict point of view voice tone static dynamic internal conflict external conflict individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology tone serious solemn sarcastic objective enthusiastic humorous hostile disapproving personal impersonal voice point of view	Explain -L2 Use -L3 Identify - L2 Understand -L2 Analyze -L4 Differentiate -L4 Analyze -L4 Determine -L5

		<p>stories, including:</p> <ul style="list-style-type: none"> ◦ first person; ◦ third person limited to a character or narrator; and ◦ third person omniscient. <ul style="list-style-type: none"> • analyze how differences in points of view can create such effects as suspense or humor. • determine an author's point of view or purpose in a text. <ul style="list-style-type: none"> ◦ analyze how differences in points of view can create such effects as suspense or humor. 		<p>first person; third person limited to a character or narrator; and third person omniscient.</p> <p>suspense humor</p>	
4-5	<ul style="list-style-type: none"> • Understand the author's use of conventional elements and characteristics within a variety of genres. (8.5d) 	<ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ setting – time and place ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self ◦ plot <ul style="list-style-type: none"> - initiating event - rising action - climax 		<p>setting static dynamic external conflict individual vs. individual individual vs. nature individual vs. society supernatural individual vs. technology</p> <p>internal conflict – individual vs. self plot initiating event rising action climax falling action resolution theme</p>	<p>Understand-L2 Identify- L2 Recognize-L2 Understand-L2 Analyze-L4</p>

		<ul style="list-style-type: none"> - falling action - resolution ◦ theme • recognize different plot patterns including subplots. • understand and analyze elements of an author's style, including: <ul style="list-style-type: none"> ◦ dialogue; ◦ sentence structure; ◦ language patterns; ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal ◦ voice. 	author's style	<p>dialogue; sentence structure; language patterns; tone, including serious solemn sarcastic objective enthusiastic humorous hostile disapproving personal impersonal voice.</p>	
3-4	<ul style="list-style-type: none"> • Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. (8.5e) 	<ul style="list-style-type: none"> • analyze poetic devices in prose and poetry, including: <ul style="list-style-type: none"> ◦ word choice; ◦ rhyme; ◦ rhythm; ◦ repetition; and ◦ sound elements. • evaluate an author's choice of words and images. • compare and contrast an author's choice of sound elements in prose and poetry, including: <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse; 	<p>poetic device word choice dialogue form rhyme rhythm voice repetition sound elements</p> <p>rhyme rhythm meter</p>	<p>Compare and contrast –L4 Analyze-L4 Evaluate-L5</p>	

		<ul style="list-style-type: none"> ◦ rhythm – the recurring pattern of strong and weak syllabic stresses; ◦ meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis; ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning (e.g., <i>buzz.</i>). 		repetition alliteration onomatopoe	
# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<ul style="list-style-type: none"> • Compare and contrast authors' styles. (8.5f) 				Compare and contrast-L4
1	<ul style="list-style-type: none"> • Identify and ask questions that clarify various viewpoints. (8.5g) 			viewpoints	Identify-L2 Ask-L2 Clarify-L2
2	<p>Reading: Nonfiction The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Identify the main idea. (8.5h) 			main idea supporting details	Analyze-L4 Identify-L2

2	<ul style="list-style-type: none"> Summarize text relating supporting details. (8.5i) 			supporting details	Summarize-L2
2	<ul style="list-style-type: none"> Identify an author's organizational pattern using textual clues, such as transitional words and phrases. (8.5j) 			compare/contrast chronological order listing/enumeration generalization problem solution concept definition description cause and effect process	Identify-L2

4-5	<p>Reading: Nonfiction The student will read, comprehend, and analyze a variety of nonfiction texts. Draw on background knowledge and knowledge of text structure to understand selections. (8.6a)</p>	<ul style="list-style-type: none"> activate prior knowledge before reading by use of: <ul style="list-style-type: none"> small-group or whole-class discussion; anticipation guides; and preview of key vocabulary. 		anticipation guides	Read-L1 Comprehend-L2 Analyze-L4 Draw-L4 Activate-L3
2	<ul style="list-style-type: none"> Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. (8.6b) 	<ul style="list-style-type: none"> Students will read at and beyond the literal level, including making inferences, i.e., making judgments or drawing conclusions based on what an author has implied. use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. 		inferences drawing conclusions	Make-L6 Draw-L4 Read-L1 Use-L1 Record-L1

2	<p>Analyze the author's qualifications, viewpoint, and impact. (8.6c)</p>	<ul style="list-style-type: none"> recognize an author's use of connotations and persuasive language, to convey a viewpoint. determine an author's point of view or purpose in a text. <p>analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>		<p>viewpoint connotation</p>	<p>Analyze-L4 Recognize-L2 Convey-L2 Determine-L5</p>
3	<p>Analyze the author's use of text structure and word choice. (8.6d)</p>	<ul style="list-style-type: none"> analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process. analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. use text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and <p>footnotes and annotations.</p>		<p>text structure cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process.</p> <p>boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations.</p>	<p>Analyze-L4 Use-L3 Record-L1</p>

1	Analyze details for relevance and accuracy. (8.6e)	<ul style="list-style-type: none"> analyze an author's choice of details by examining: <ul style="list-style-type: none"> accuracy; placement; thoroughness; relevance; and effectiveness.		relevance and accuracy	Analyze-L4
1	Differentiate between fact and opinion. (8.6f)			fact and opinion	Differentiate-L4
2 w/ summarize	<ul style="list-style-type: none"> Identify the main idea (8.6g). 	<ul style="list-style-type: none"> use strategies for summarizing, such as the following: <ul style="list-style-type: none"> delete trivia-M/S and redundancy; substitute a general term for a list; and find or create a main idea statement. 		main idea supporting details trivial redundancy	Identify-L2 Use-L3 Delete-L2 Substitute-L2 Find-L2 Create-L6
2	Summarize the text identifying supporting details. (8.6h)	<ul style="list-style-type: none"> use strategies for summarizing, such as the following: <ul style="list-style-type: none"> delete trivia and redundancy; substitute a general term for a list; and find or create a main idea statement. use graphic organizers and/or rules to analyze and summarize text. 		summarize main idea supporting details	Summarize-L2 Use-L3 Delete-L2 Substitute-L2 Find-L2 Create-L6 Analyze-L4
2	<ul style="list-style-type: none"> Identify an author's organizational pattern using textual clues, such as transitional words and phrases. (8.6i) 	<ul style="list-style-type: none"> analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> cause and effect; comparison/contrast; enumeration or listing; 		organizational patterns cause and effect; comparison/contrast; enumeration or listing; sequential or	Identify-L2 Analyze-L4 Record-L1

		<ul style="list-style-type: none"> ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and process.		chronological; concept/definition; generalization; and process.	
2	<ul style="list-style-type: none"> • Identify cause and effect relationships. (8.6j) 	<ul style="list-style-type: none"> • analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> ◦ cause and effect; 		cause and effect	Identify -L2 Analyze -L4 Record -L1

Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1-2	<p><u>Reading: Fiction - Vocabulary</u> The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</p> <ul style="list-style-type: none"> • Identify and analyze an author's use of figurative language. (8.4a) 	<ul style="list-style-type: none"> • understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> ◦ simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons; ◦ metaphor – figure of speech that <i>implies</i> comparisons; ◦ personification – figure of speech that applies human characteristics to nonhuman objects; ◦ hyperbole – intentionally exaggerated figure of speech; and ◦ symbol – word or object that represents something else. For example, a dove stands for peace. 		figurative language simile metaphor personification hyperbole symbol	Apply -L3 Identify -L2 Analyze -L4 Use -L3 Determine -L5

2-3	<ul style="list-style-type: none"> Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. (8.4b) 	<ul style="list-style-type: none"> recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i>. analyze relationships common to analogy construction, including: <ul style="list-style-type: none"> type or example – cinnamon: spice; characteristics – glass: breakable; association – bow: arrow; operator – car: driver; degree – pleased: ecstatic; mathematical – three: six; number – louse: lice; 		multiple meaning words/phrases analogies type or example characteristics association operator degree mathematical number	Use-L3 Determine-L5 Differentiate-L4 Recognize-L2 Analyze-L4
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# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2-3	<ul style="list-style-type: none"> Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary. (8.4c) 	<ul style="list-style-type: none"> use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology). recognize that synonyms may have connotations, e.g., <i>elderly</i> and <i>mature</i>; <i>youthful</i> and <i>juvenile</i> and describe the impact on text. 		roots and affixes cognates synonyms/antonyms	Use-L3 Determine-L5 Make-L6 Recognize-L2
1-2	<ul style="list-style-type: none"> Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words. (8.4d) 	<ul style="list-style-type: none"> consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning. 		dictionary thesaurus glossary pronunciation etymology	Use-L3 Consult-L3

1-2	<ul style="list-style-type: none"> • Explain the use of symbols and figurative language. (8.5a) 	<ul style="list-style-type: none"> • analyze an author's use of literary devices, including: <ul style="list-style-type: none"> ◦ symbolism – the use of concrete and recognizable things to represent ideas. • analyze poetic devices in prose and poetry, including: <ul style="list-style-type: none"> ◦ figurative language; ◦ symbolism; • evaluate an author's choice of words and images. 		symbols/symbolism figurative language author's word choice	Analyze -L4 Explain -L2 Evaluate -L5
4-5	<ul style="list-style-type: none"> • Explain how authors use characters, conflict, point of view, voice, and tone to create meaning. (8.5c) 	<ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> ◦ character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story ◦ external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology ◦ internal conflict – individual vs. self • understand and analyze elements of an author's style, including: <ul style="list-style-type: none"> ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic 		characters conflict point of view voice tone static dynamic internal conflict external conflict individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology tone serious solemn sarcastic objective	Explain -L2 Use -L3 Identify - L2 Understand -L2 Analyze -L4 Differentiate -L4 Analyze -L4 Determine -L5

		<ul style="list-style-type: none"> - humorous - hostile - disapproving - personal - impersonal o voice. • differentiate among points of view in stories, including: <ul style="list-style-type: none"> o first person; o third person limited to a character or narrator; and o third person omniscient. • analyze how differences in points of view can create such effects as suspense or humor. • determine an author's point of view or purpose in a text. analyze how differences in points of view can create such effects as 		<p>enthusiastic humorous hostile disapproving personal impersonal</p> <p>voice point of view</p> <p>first person; third person limited to a character or narrator; and third person omniscient.</p> <p>suspense humor</p>	
4-5	<ul style="list-style-type: none"> • Understand the author's use of conventional elements and characteristics within a variety of genres. (8.5d) 	<ul style="list-style-type: none"> • identify the elements of narrative structure, including: <ul style="list-style-type: none"> o setting – time and place o character(s), either: <ul style="list-style-type: none"> - static – remaining the same during the course of the story, or - dynamic – changing during the course of and as a result of the story o external conflicts, such as: <ul style="list-style-type: none"> - individual vs. individual - individual vs. nature - individual vs. society - individual vs. supernatural - individual vs. technology o internal conflict – individual vs. 		<p>setting static dynamic external conflict individual vs. individual individual vs. nature individual vs. society individual vs. supernatural individual vs. technology</p> <p>internal conflict – individual vs. self plot initiating event rising action</p>	<p>Understand- L2 Identify- L2 Recognize- L2 Understand- L2 Analyze-L4</p>

		<ul style="list-style-type: none"> self <ul style="list-style-type: none"> ◦ plot <ul style="list-style-type: none"> - initiating event - rising action - climax - falling action - resolution ◦ theme • recognize different plot patterns including subplots. • understand and analyze elements of an author's style, including: <ul style="list-style-type: none"> ◦ dialogue; ◦ sentence structure; ◦ language patterns; ◦ tone, including <ul style="list-style-type: none"> - serious - solemn - sarcastic - objective - enthusiastic - humorous - hostile - disapproving - personal - impersonal voice. 		<ul style="list-style-type: none"> climax falling action resolution theme author's style dialogue; sentence structure; language patterns; tone, including serious solemn sarcastic objective enthusiastic humorous hostile disapproving personal impersonal voice. 	
3-4	<ul style="list-style-type: none"> • Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. (8.5e) 	<ul style="list-style-type: none"> • analyze poetic devices in prose and poetry, including: <ul style="list-style-type: none"> ◦ word choice; ◦ rhyme; ◦ rhythm; ◦ repetition; and ◦ sound elements. • evaluate an author's choice of words and images. • compare and contrast an author's 		<ul style="list-style-type: none"> poetic device word choice dialogue form rhyme rhythm voice repetition sound elements 	<ul style="list-style-type: none"> Compare and contrast –L4 Analyze-L4 Evaluate-L5

		<p>choice of sound elements in prose and poetry, including:</p> <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse; ◦ rhythm – the recurring pattern of strong and weak syllabic stresses; ◦ meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis; ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning (e.g., <i>buzz.</i>). 		<p>rhyme rhythm meter repetition alliteration onomatopoeia</p>	
1	<ul style="list-style-type: none"> • Compare and contrast authors' styles. (8.5f) 				Compare and contrast-L4
1	<ul style="list-style-type: none"> • Identify and ask questions that clarify various viewpoints. (8.5g) 			viewpoints	Identify-L2 Ask-L2 Clarify-L2
1	<ul style="list-style-type: none"> • Identify the main idea. (8.5h) 				
1	<ul style="list-style-type: none"> • Summarize text relating supporting details. (8.5i) 				

1	<ul style="list-style-type: none"> Identify an author's organizational pattern using textual clues, such as transitional words and phrases. (8.5j) 				
1	<ul style="list-style-type: none"> Identify cause and effect relationships.(8.5k) 				
2	<p>Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. (8.6b)</p>	<ul style="list-style-type: none"> Students will read at and beyond the literal level, including making inferences, i.e., making judgments or drawing conclusions based on what an author has implied. use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. 		<p>inferences drawing conclusions</p>	<p>Make-L6 Draw-L4 Read-L1 Use-L1 Record-L1</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
2	<ul style="list-style-type: none"> Analyze the author's qualifications, viewpoint, and impact. (8.6c) 	<ul style="list-style-type: none"> recognize an author's use of connotations and persuasive language, to convey a viewpoint. determine an author's point of view or purpose in a text. analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 		<p>viewpoint connotation</p>	<p>Analyze-L4 Recognize-L2 Convey-L2 Determine-L5</p>
3	<ul style="list-style-type: none"> Analyze the author's use of text structure and word choice. (8.6d) 	<ul style="list-style-type: none"> analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> cause and effect; comparison/contrast; 		<p>text structure cause and effect; comparison/contrast; enumeration or listing; sequential or</p>	<p>Analyze-L4 Use-L3 Record-L1</p>

		<ul style="list-style-type: none"> ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. <ul style="list-style-type: none"> • analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • use text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs; ◦ headings and subheadings; and ◦ footnotes and annotations. 		<p>chronological; concept/definition; generalization; and process.</p> <p>boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations.</p>	
1	<ul style="list-style-type: none"> • Analyze details for relevance and accuracy. (8.6e) 	<ul style="list-style-type: none"> • analyze an author's choice of details by examining: <ul style="list-style-type: none"> ◦ accuracy; ◦ placement; ◦ thoroughness; ◦ relevance; and ◦ effectiveness. 		relevance and accuracy	Analyze-L4
1	<ul style="list-style-type: none"> • Differentiate between fact and opinion. (8.6f) 			fact and opinion	Differentiate-L4

2 w/main idea	<ul style="list-style-type: none"> Summarize the text identifying supporting details. (8.6h) 	<ul style="list-style-type: none"> use strategies for summarizing, such as the following: <ul style="list-style-type: none"> delete trivia and redundancy; substitute a general term for a list; and find or create a main idea statement. use graphic organizers and/or rules to analyze and summarize text. 		summarize main idea supporting details	Summarize-L2 Use-L3 Delete-L2 Substitute-L2 Find-L2 Create-L6 Analyze-L4
2	Identify the main idea (8.6g).	<ul style="list-style-type: none"> use strategies for summarizing, such as the following: <ul style="list-style-type: none"> delete trivia-M/S and redundancy; substitute a general term for a list; and find or create a main idea statement. 		main idea supporting details trivial redundancy	Identify-L2 Use-L3 Delete-L2 Substitute-L2 Find-L2 Create-L6
2	<ul style="list-style-type: none"> Identify an author's organizational pattern using textual clues, such as transitional words and phrases. (8.6i) 	<ul style="list-style-type: none"> analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process. 		organizational patterns cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process.	Identify-L2 Analyze-L4 Record-L1
1 w/organizational patterns	<ul style="list-style-type: none"> Identify cause and effect relationships. (8.6j) 	<ul style="list-style-type: none"> analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> cause and effect; 		cause and effect	Identify-L2 Analyze-L4 Record-L1

1-2	<ul style="list-style-type: none"> Evaluate, organize, and synthesize information for use in written and oral formats. (8.6k) 	<ul style="list-style-type: none"> analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. distinguish between subjective and objective writing. use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues. 		subjective and objective writing inferences conclusions	Evaluate-L5 Organize -L4 Synthesize -L4 Analyze -L4 Distinguish -L4 Use -L3 Record -L1
1	<ul style="list-style-type: none"> Make notes of responses. NT (8.1b) 	<ul style="list-style-type: none"> apply effective note-taking strategies. 			Make -L3 Apply -L3
1-2	<ul style="list-style-type: none"> Compile, accurately report, and publish responses. NT (8.1c) 	<ul style="list-style-type: none"> synthesize information gathered in an interview. organize information for written and oral presentations. present findings in written and oral form. 		publish	Compile -L4 Publish -L6 Synthesize -L4 Organize -L4 Present -L6
1	<ul style="list-style-type: none"> Evaluate the effectiveness of the interview. NT (8.1d) 	<ul style="list-style-type: none"> evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists. 			Evaluate-L5

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
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1	<p>Communication; Speaking, Listening, Media Literacy The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> Choose topic and purpose appropriate to the audience. NT (8.2a) 	<ul style="list-style-type: none"> articulate the purpose of the presentation. select and narrow the topic with attention to time limits and audience. 		topic audience	<ul style="list-style-type: none"> Develop-L6 Deliver-L6 Choose-L5 Articulate-L3 Select-L1 Narrow-L1
1	<ul style="list-style-type: none"> Choose vocabulary and tone appropriate to the audience, topic, and purpose. NT (8.2b) 	<ul style="list-style-type: none"> select and use appropriate vocabulary for audience and purpose. define technical terms. 			<ul style="list-style-type: none"> Choose-L5 Select-L1 Use-L3 Define-L1
1/2	<ul style="list-style-type: none"> Use appropriate verbal and nonverbal presentation skills. NT (8.2c) 	<ul style="list-style-type: none"> include multimedia to clarify presentation information. 			<ul style="list-style-type: none"> Use-L3 Include-L6 Clarify-L2
1/2	<ul style="list-style-type: none"> Respond to audience questions and comments. NT (8.2d) 	<ul style="list-style-type: none"> answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. 			<ul style="list-style-type: none"> Respond-L2 Answer-L2
1	<ul style="list-style-type: none"> Differentiate between standard English and informal language. NT (8.2e) 	<ul style="list-style-type: none"> use grammatically correct language. 		informal/formal language	<ul style="list-style-type: none"> Differentiate-L4 Use-L3
1/2	<ul style="list-style-type: none"> Critique oral presentations. NT (8.2f) 	<ul style="list-style-type: none"> use a rubric or checklist to evaluate presentations. 		critique	<ul style="list-style-type: none"> Critique-L5 Use-L3 Evaluate-L5

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
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All year	<ul style="list-style-type: none"> Assume shared responsibility for collaborative work. NT (8.2g) 	<ul style="list-style-type: none"> work effectively with diverse groups. exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus. 			Assume-L6 Collaborate-L6 Work-L3 Exercise-L3
All year	<ul style="list-style-type: none"> Use a variety of strategies to listen actively. NT (8.2h) 				Use-L3
1	<p><u>Communication; Speaking, Listening, Media Literacy</u> The student will analyze, develop, and produce creative or informational media messages.</p> <ul style="list-style-type: none"> Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet. NT (8.3a) 	<ul style="list-style-type: none"> deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film. identify and analyze persuasive techniques used in the media, including: <ul style="list-style-type: none"> name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language; glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence; bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd; testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility; 		name calling innuendo glittering generalities or card stacking bandwagon testimonials	Analyze-L4 Develop-L6 Produce-L3 Evaluate-L5 Deconstruct-L4 Identify-L2 Describe-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
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		<ul style="list-style-type: none"> ◦ appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and ◦ appeal to emotions – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. • describe the effect of persuasive messages in the media on the audience. • describe the effect on the audience of persuasive messages in the media. 		<p>appeal to prestige, snobbery, or plain folks appeal to emotions</p>	
1	<ul style="list-style-type: none"> • Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. NT (8.3b) 	<ul style="list-style-type: none"> • identify and evaluate effective word choice in the media. • identify and analyze choice of information in the media. • identify and analyze various viewpoints in the media. • identify public opinion trends and possible causes. • identify the sources and viewpoint of publications. • identify effective word choice and images in the media. 			<p>Examine-L3 Identify-L2 Evaluate-L5 Analyze-L4</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
1	<ul style="list-style-type: none"> Use media and visual literacy skills to create products that express new understandings. NT (8.3c) 	<ul style="list-style-type: none"> identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film. recognize that production elements in media are composed based on audience and purpose to create specific effects. create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes. evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings. 			<ul style="list-style-type: none"> Use-L3 Identify-L2 Recognize-L1 Create-L6 Publish-L6 Evaluate-L5
1	<ul style="list-style-type: none"> Evaluate sources for relationships between intent and factual content. NT (8.3d) 	<ul style="list-style-type: none"> analyze the use of opinions in the media. analyze the use of facts in the media. identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and non-print resources. 			<ul style="list-style-type: none"> Evaluate-L5 Analyze-L4 Identify-L2

Missing SOLs: 8.1a (not on SOL Test Blue Print), 8.4 e and f (not on SOL test Blue Print), 8.4 l and m (not on SOL Test Blue Print), 8.8 e, f, and g (not on MC/ TEI), all of 8.9 (a through d, not on short paper, e through f not on MC)

Bloom's Taxonomy Key

1. Level 1 (L1) – Remembering – Pink
2. Level 2 (L2) – Understanding – Blue
3. Level 3 (L3) – Applying – Green
4. Level 4 (L4) – Analyzing – Yellow
5. Level 5 (L5) – Evaluating – Gray
6. Level 6 (L6) – Creating - Red

Grade 8 Writing Rubric

	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
Prewriting Strategies and Drafting	<ul style="list-style-type: none"> Includes effective and relevant brainstorm Well-developed essay map Includes a well-developed five paragraph rough draft with evidence of editing marks and revisions 	<ul style="list-style-type: none"> Includes a complete brainstorm Well-developed essay map. Includes a well-developed five paragraph rough draft with little to no evidence of editing marks and revisions 	<ul style="list-style-type: none"> Includes a brainstorm Completed but emerging essay map Includes a rough draft with no evidence of editing marks and revisions 	<ul style="list-style-type: none"> No evidence of relevant brainstorm Essay map is underdeveloped or incomplete Rough draft is underdeveloped or incomplete. Does not include evidence of editing marks or revisions.
Main Idea	<ul style="list-style-type: none"> Clear, consistent focus on a main idea Clear knowledge of intended audience (i.e. parents, teachers, classmates) 	<ul style="list-style-type: none"> Reasonably consistent focus on main idea Some knowledge of intended audience (i.e. parents, teachers, classmates) 	<ul style="list-style-type: none"> Inconsistent focus on main idea Limited knowledge of audience (i.e. parents, teachers, classmates) 	<ul style="list-style-type: none"> Little or no focus on a main idea No knowledge of audience (i.e. parents, teachers, classmates)
Organization and Unity	<ul style="list-style-type: none"> Strong introduction with an effective thesis statement Follows a logical organizational plan Ideas are unified Maintains a consistent point of view (1st, 3rd, 1st person lim., etc.) Uses transitions to connect ideas within and across paragraphs (i.e. First, Next, Also, Furthermore) 	<ul style="list-style-type: none"> Skillful introduction with evidence of a thesis statement Evidence of an organizational plan Few minor digressions (drifting off topic) Point of view may shift occasionally Uses transitions effectively within and across paragraphs (i.e. First, Next, Also, Furthermore) 	<ul style="list-style-type: none"> Weak introduction with a statement of intent or weak thesis statement Inconsistent organizational plan Lack of unity due to major digressions (drifting off topic) Shifts in point of view Limited or inconsistent use of transitions within and across paragraphs (i.e. First, Next, Also, Furthermore) 	<ul style="list-style-type: none"> No introduction with no purposeful thesis statement Little or no organization of ideas Lacks unity due to major digressions (drifting off topic) Shifts in point of view Absence of transitions connecting ideas (i.e. First, Next, Also, Furthermore)
Evidence and Details	<ul style="list-style-type: none"> Fully specific, relevant examples, illustrations, reasons, events, and/or details which support purpose and audience Details explain the writer's purpose and clearly expand ideas 	<ul style="list-style-type: none"> May contain minor gaps in specific, relevant examples, illustrations, reasons, events, and/or details Some details explain the writer's purpose 	<ul style="list-style-type: none"> Contains limited examples, illustrations, reasons, events, and/or details Few details clarify the writer's purpose Ideas may be a list of general, underdeveloped statements 	<ul style="list-style-type: none"> Contains little or no evidence (examples, illustrations, reasons, events, and/or details) Little or no elaboration List of general unrelated statements Length is inadequate for development
Conclusion	<ul style="list-style-type: none"> Strong, effective conclusion (summarizes the thesis and supporting details and leaves the reader with a feeling). 	<ul style="list-style-type: none"> Good conclusion (Does not restate the thesis and/or leaves out one detail in the summary). 	<ul style="list-style-type: none"> Weak or ineffective conclusion (Does not restate the thesis. Two or more gaps in the summary.) 	<ul style="list-style-type: none"> Very limited or no conclusion (Does not restate the thesis, supporting details, or leave the reader with a feeling).

Flow	<ul style="list-style-type: none"> Rhythmic flow resulting from purposeful sentence variety (i.e. varying length and structure). Sentences incorporate a logical list of ideas, and effective modifiers (adjectives and adverbs) 	<ul style="list-style-type: none"> Some rhythmic flow and sentence variety (i.e. varying length and structure). Some sentences use a logical list of ideas, and effective modifiers (adjectives and adverbs) 	<ul style="list-style-type: none"> Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns Little listing of ideas. 	<ul style="list-style-type: none"> No rhythmic flow or sentence variety, a tedious presentation No logical listing or use of modifiers. (adjectives and adverbs)
Word Choice	<ul style="list-style-type: none"> Contains specific word choice, descriptive language, and selected information Appropriate, purposeful tone (i.e. serious, sarcastic, humorous) Strong evidence of writer's voice (opinions, interests, feelings) 	<ul style="list-style-type: none"> Contains some specific word choice, descriptive language, and selected information Evidence of tone, but not purposeful Some evidence of writer's voice (opinions, interests, feelings) 	<ul style="list-style-type: none"> Limited word choice, descriptive language and or selected information Inconsistent tone Weak use of writer's voice (opinions, interests, feelings) 	<ul style="list-style-type: none"> Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information Little or no evidence of writer's voice

USAGE AND MECHANICS				
	4 - Consistent	3 - Reasonable	2 – Inconsistent Control	1 – No Control
Sentence Formation	<ul style="list-style-type: none"> Exhibits consistent control of sentence formation, avoiding fragments, run-ons, comma splices, and beginning sentences with coordinating conjunctions. 	<ul style="list-style-type: none"> Exhibits reasonable control of sentence formation, avoiding fragments, run-ons, comma splices, and beginning sentences with coordinating conjunctions. 	<ul style="list-style-type: none"> Exhibits inconsistent control of sentence formation, including occasional fragments, run-ons, comma splices, and a pattern of beginning sentences with coordinating conjunctions. 	<ul style="list-style-type: none"> Exhibits little or no control of sentence formation, including fragments, run-ons, comma splices, and many sentences that begin with coordinating conjunctions.
Usage	<ul style="list-style-type: none"> Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives. 	<ul style="list-style-type: none"> Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives. 	<ul style="list-style-type: none"> Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives. 	<ul style="list-style-type: none"> Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives.
Mechanics	<ul style="list-style-type: none"> Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling. 	<ul style="list-style-type: none"> Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling. 	<ul style="list-style-type: none"> Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling. 	<ul style="list-style-type: none"> Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.