Sept. SW. Gr.8 Read.Fiction

Content Area: **English**
Course(s): **Language Arts**
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the most familiar to students. These are the stories they remember hearing when they were younger—often told and retold from generation to generation and from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Enduring Understandings

Students will: ■ Understand that there are subgenres of fiction that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story; ■ Understand that fiction texts have particular elements and chronological structures; ■ Understand that there are different types of conflicts and resolutions present in fiction; ■ Recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development; ■ Explore and evaluate characters' points of view and the effects differing points of view or perspectives have on a story; ■ Understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text; ■ Question what they read with the goal of developing a deep understanding of the text and the author's purpose; ■ Actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers; ■ Recognize that fictional stories contain dialogue that propels the action, reveals aspects of characters, and/or provokes a decision; ■ Interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone; ■ Expect comprehension challenges when reading fiction and apply selfmonitoring skills and strategies to construct meaning; ■ Critically read texts to identify who is telling the story and from what point of view, as well as how these reliable or unreliable points of view contribute to the author's purpose across the text; ■ Recognize how particular themes are illustrated by motifs or repetition of images and phrases, which shed light on the theme; ■ Compare and contrast the structure of texts and analyze how the different structures contribute to the meaning and style; ■ Identify and compare modern-day literature that draws on the themes, characters, and patterns of traditional tales;

Essential Questions

How do good readers read and interpret Fictional texts.

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: The World of Fiction uses all mentor texts from the unit, specifically Patrol: An American Soldier in Vietnam by Walter Dean Myers. Rationale: Readers understand that there are subgenres of fiction texts that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story. Students will expand their understanding of fiction by asking questions and gathering information about fiction subgenres. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.3, L.8.6, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Story Elements and Structure uses all mentor texts from the unit, specifically "What's the Worst That Could Happen?" by Bruce Coville in 13 by James Howe (Ed.), and "Life Changing" by Mark Hamilton from the Fiction Shared Texts. Rationale: Readers understand that fiction texts have particular elements and chronological structures. Students will explore a realistic fiction text, paying particular attention to the story elements, as well as how scenes or chapters fit together to create an overall narrative structure. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Exploring Conflicts and Resolutions uses "The Fog Horn" in A Sound of Thunder & Other Stories by Ray Bradbury. Rationale: Readers understand that there are different types of conflicts present in fiction. Students will analyze fiction stories to identify the type, nature, and resolution of conflicts in order to understand how they move the stories along and reveal aspects of the characters. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 4: The Power of Settings in a Historical Fantasy Text uses Along the River: A Chinese Cinderella Novel by Adeline Yen Mah. Rationale: Readers recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development. Students will analyze the relationship among historical settings, characters, and plot development. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 5: Exploring Characters and Their Points of View uses Along the River: A Chinese Cinderella Novel by Adeline Yen Mah and "Invincible" by Mark Hamilton from the Fiction Shared Texts. Rationale: Readers of fiction explore and evaluate characters' points of view and the effects differing points of view or perspectives have on a story. Students will explore, evaluate, and analyze characters and their points of view, citing implicit

and explicit textual evidence. Common Core State Standards: RL.8.1, RL.8.3, RL.8.4, RL.8.6, SL.8.1, SL.8.6, L.8.4, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Identifying the Theme or Central Idea of a Fiction Text uses Along the River: A Chinese Cinderella Novel by Adeline Yen Mah. Rationale: Readers of fiction understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text. Students will determine the theme or the central idea of a text and analyze its development and relationship to the characters, setting, and plot over the course of the story. Common Core State Standards: RL.8.3, RL.8.5, RL.8.6, RL.8.9, SL.8.1, SL.8.2, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Asking Critical Questions uses Along the River: A Chinese Cinderella Novel by Adeline Yen Mah. Rationale: Readers question what they read with the goal of developing a deep understanding of the text and the author's purpose. Students will analyze what they read to identify the critical questions that emerge from characters' actions. Common Core State Standards: RL.8.1, RL.8.2, RI.8.1, SL.8.1, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Active Reading uses "A Sound of Thunder" in A Sound of Thunder & Other Stories by Ray Bradbury. Rationale: Readers actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers. Students will focus on reading actively and critically, paying attention to what they are thinking as they read and annotate a text. Common Core State Standards: RL.8.1, RL.8.4, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Dialogue Develops Characters and Propels the Action uses "The Tell-Tale Heart" in The Tell-Tale Heart and Other Stories by Edgar Allan Poe and "Sarah's Triumph" by Lisa Trow from the Fiction Shared Texts. Rationale: Readers recognize that fictional stories contain dialogue that propels the action, reveals aspects of the characters, and/or provokes a decision. Students will analyze the dialogue in a drama and how it builds characterization and moves the story forward. Common Core State Standards: RL.8.1, RL.8.3, RL.8.4, RL.8.6, SL.8.1, SL.8.2, SL.8.6, RL.8.10, RI.8.10, SL.8.4, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Tone, Mood, and Meaning uses “The Tell-Tale Heart” in The Tell-Tale Heart and Other Stories by Edgar Allan Poe. Rationale: Readers interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone. Students will analyze the impact of specific word choices on meaning and tone by exploring how an author uses literary language and devices across a text. Common Core State Standards: RL.8.1, RL.8.3, RL.8.4, SL.8.1, L.8.4, L.8.5, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Monitoring Comprehension uses “The Tell-Tale Heart” in The Tell-Tale Heart and Other Stories by Edgar Allan Poe. Rationale: Effective readers expect comprehension challenges when reading fiction texts. Students will identify textual challenges and flexibly use a range of strategies in order to determine meaning and enhance their comprehension. Common Core State Standards: RL.8.1, RL.8.4, SL.8.1, L.8.4, L.8.5, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate

Lesson 3: Examining Points of View uses “A Sound of Thunder” in A Sound of Thunder & Other Stories by Ray Bradbury, “The Tell-Tale Heart” in The Tell-Tale Heart and Other Stories by Edgar Allan Poe, and “Sarah’s Triumph” by Lisa Trow from the Fiction Shared Texts. Rationale: Readers of fiction consider who is telling the story and from what perspective it is being told as they read critically. Students will analyze how writers develop reliable and unreliable points of view over the course of a text, which leads the readers to begin to infer the writers’ message or purpose. Common Core State Standards: RL.8.1, RL.8.3, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 4: Motif and Theme uses “Life Changing” by Mark Hamilton from the Fiction Shared Texts. Rationale: Readers of fiction recognize that stories have particular themes illustrated by motifs or the repetition of images and phrases. Students will identify the repetition of images, words, and/or phrases that illustrate the motif, which sheds light on the theme. Common Core State Standards: RL.8.1, RL.8.2, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 5: Analyzing Structure and Meaning uses Patrol: An American Soldier in Vietnam by Walter Dean Myers and “The Fog Horn” in A Sound of Thunder & Other Stories by Ray Bradbury. Rationale: Readers of fiction compare and contrast the structure of texts and analyze how the different structures contribute to the texts’ meaning and style. Students will compare and contrast two texts and analyze how the differing

structures contribute to their meaning and style. Common Core State Standards: RL.8.1, RL.8.2, RL.8.4, RL.8.5, SL.8.1, RL.8.10, RI.8.10, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: A Modern Take on a Traditional Tale uses "Cinderella" by Charles Perrault and Along the River: A Chinese Cinderella Novel by Adeline Yen Mah. Rationale: Readers take notice of modern-day literature that draws on the themes, characters, and patterns of traditional tales. Students will reflect on, analyze, and discuss how archetypal elements can be found in both traditional and modern-day fiction. Common Core State Standards: RL.8.1, RL.8.4, RL.8.6, RL.8.9, SL.8.1, SL.8.4, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Reflect, Write, Discuss uses 13 by James Howe (Ed.). Rationale: Readers engage in collaborative discussions on a range of texts, topics, and issues. Students will consider critical questions, record their ideas, and participate in conversations with peers, building on others' ideas and expressing their own clearly. Common Core State Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, SL.8.1, SL.8.4, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 8: Comparing Fiction Texts to Other Media Versions uses "The Tell-Tale Heart" from The Tell-Tale Heart and Other Stories by Edgar Allan Poe and a video of "The TellTale Heart." Rationale: Readers of fiction compare and contrast texts with movie, stage, audio, or multimedia versions that address similar stories and themes. Students will identify and analyze distinct ways various media address a familiar story through discussion and writing. Common Core State Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.6, RL.8.7, SL.8.1, SL.8.2, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Synthesizing – An Extended Written Response uses Patrol: An American Soldier in Vietnam by Walter Dean Myers and "A Sound of Thunder" in A Sound of Thunder & Other Stories by Ray Bradbury. Rationale: Readers use writing as a tool to reflect upon, synthesize, and communicate ideas they have drawn from analyzing and making connections across texts. Students will interpret, analyze, and make connections across two mentor texts and synthesize the new information in a written response. Common Core State Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.5, RL.8.7, SL.8.1, SL.8.2, SL.8.4, SL.8.5, L.8.5, W.8.9, RL.8.10, RI.8.10, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6, W.8.4, W.8.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Writing Samples

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Unit assessments

Summative Assessment Students will read the stories “The End of an Era” by Lisa Trow and “Apartment 4B” by Lisa Trow in order to answer selected and constructed response questions.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

13: Thirteen Stories Stories That Capture the Agony and Ecstasy of Being Thirteen by James Howe (Ed.) Along the River: A Chinese Cinderella Novel by Adeline Yen Mah Patrol: An American Soldier in Vietnam by Walter Dean Myers A Sound of Thunder & Other Stories by Ray Bradbury The Tell-Tale Heart and Other Stories by Edgar Allan Poe Fiction Shared Texts “Invincible” by Mark Hamilton “Life Changing” by Mark Hamilton “Sarah’s Triumph” by Lisa Trow

Standards

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on

	meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.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.
LA.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.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase

	important to comprehension or expression.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).