

MP1-4 Language Arts Portfolio

Content Area: **Language Arts**
Course(s): **Lang. Arts 8**
Time Period: **Marking Period 1**
Length: **MP1-4**
Status: **Published**

Essential Questions

- How am I growing as a reader and writer?
- How can my performance be improved?

Big Ideas

Anchor Standards

- AS.R.10 Readers should continually challenge themselves to explore new literature and information text at increasingly complex levels.
- AS.W.10 Writers should continue to improve their craft through short reflections and long-term projects.
- AS.L.1-2 Demonstrating a command of Standard English is an essential life skill.
- AS.L.3 The function of the use of language varies based on context.
- AS.L.4-6 Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: Self-selected readings spanning an array of genres

Core Writing: Writer's and reader's notebook responses, and collection of best works

Technology: Google Platform, online collaboration, peer feedback, revision

Technology Connection

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Enduring Understandings

Literature

RL.8.7 [M] 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.

RL.8.9 [M] 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.

RL.8.10 [M] 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.

Informational Text

RI.8.10 [M] By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

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

W.8.2a [M] Introduce a topic and organize ideas, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia).

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

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

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

W.8.2e [M] Establish and maintain a formal style/academic style, approach, and form.

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

W.8.5 [M] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6 [M] Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.

W.8.9a [M] Apply grade 8 Reading standards to literature (e.g., —Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).

W.8.9b [M] Apply grade 8 Reading standards to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant

and sufficient and identifying when irrelevant evidence is introduced).

W.8.10 [M] 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.

Speaking and Listening

SL.8.3 [M] Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Language

L.8.2 Observe conventions of capitalization, punctuation, and spelling when writing.

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

L.8.2b Use an ellipsis to indicate an omission.

L.8.2c Spell correctly.

L.8.3 [M] Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.

L.8.3a [M] 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).

L.8.6 [M] 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.