



**VALWOOD**

*GO BEYOND*

**Eighth Grade American Studies Curriculum  
English / Language Arts**

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## 8<sup>th</sup> Grade American Studies – Language Arts Overview

Course Description	Topics at a Glance
<p>Students in eighth grade literature will study and analyze different literary elements by reading a variety of literature including historical fiction, modern novels, biographies, short stories, memoirs, articles, drama and poetry. Students will engage in group projects, discussions, individual writing assignments and dramatic interpretations. Development of written skills and vocabulary are integral parts of the course. Because 8th grade literature is a part of the American Studies class, literature read will correlate with the time period being studied in history.</p>	<ul style="list-style-type: none"> <li>• Comprehension of a variety of fiction, non-fiction, poetry, electronic-based texts, and specific genre studies*</li> <li>• Interpretation of a variety of fiction, non-fiction, poetry, and specific genre studies. *</li> <li>• Identify and use literary elements in both reading and writing</li> <li>• Compare and contrast increasingly complex levels of text*</li> <li>• Respond to literature with written essays</li> <li>• Research with an emphasis on judging the credibility and accuracy, and the citing of sources</li> <li>• Technology as a writing, research, a communication tool</li> <li>• Oral presentations (debate, speeches, formal presentations of learning, book groups, dramatic plays)</li> </ul> <p><i>* When available, text selections will connect to and enhance content-area studies in social studies.</i></p>
Assessments	
<ul style="list-style-type: none"> <li>• Teacher made tests and quizzes</li> <li>• Formal and Informal Writing Samples</li> <li>• Formal and Informal Reader’s Responses</li> <li>• Observations/ Interviews/Conversations</li> <li>• Final Projects and Presentations</li> </ul>	
Grade Level Expectations	Effective Components
<p>Prepares for and delivers effective oral presentations. Prepare for and participate effectively in a range of collaborative discussions.</p>	<p><b>Students actively engage in learning by:</b></p> <ul style="list-style-type: none"> <li>• Participating in classroom talk (listening, elaborating, clarifying, expanding)</li> <li>• Applying rigorous, strategic thinking (application, explanation, perspective-taking, interpretation, perspective, empathy, self-knowledge)</li> </ul> <p><b>Teachers prepare for instruction by:</b></p> <ul style="list-style-type: none"> <li>• Using Data Driven Balanced Literacy Instructional Approaches                             <ul style="list-style-type: none"> <li>◆ Reading &amp; writing demonstrations</li> <li>◆ Shared and guided reading &amp; writing</li> <li>◆ Independent reading &amp; writing</li> </ul> </li> <li>• Balancing whole group, small group, and individual instruction</li> <li>• Using collaborative learning groups</li> <li>• Planning opportunities to read and write multiple genres</li> <li>• Providing opportunities for students to authentically respond to and judge what they read</li> <li>• Requiring students to publish their writing (including individual and/or group anthologies)</li> <li>• Integrating essential skills and strategies explicitly and systematically</li> </ul> <p><b>Suggested Reading Material:</b>                      Nothing But the Truth by Avi                      Diary of a Young Girl: Anne Frank by Anne Frank                      Children of Willesden Lane by Mona Golabek                      The Outsiders by S.E. Hinton                      Over the Wall by John Ritter                      Articles and short stories by Georgia authors such as Lewis Grizzard and Alice Walker                      Short Stories and poems found in anthology                      Presidential biographies</p>
<p>Use information from texts to support analysis and personal responses to literature and poetry. Use textual evidence to support summary, analysis and evaluation of informational and persuasive texts. Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.</p>	
<p>With awareness of audience and purpose, compose narrative writing.                      With awareness of audience and purpose, compose persuasive and informational writing.                      Use the recursive process of writing, including revising and editing for clarity and grammar and conventions use, to produce well-written documents for specific purposes and audiences.</p>	
<p>Conducts and shares research by synthesizing information from multiple sources. Recognize the implications of bias and assumptions in research.</p>	

## **1. Speaking and Listening: Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standard requires students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

### **SPEAKING AND LISTENING**

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **LANGUAGE Anchor Standards Connected to Speaking and Listening**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Knowledge of Language**

2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

### **Valwood Graduate Competencies in the Speaking and Listening Standard:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

**Content Area: English Language Arts – Eighth Grade**

**Standard: 1. Speaking and Listening**

**Valwood Graduates:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

**Grade Level Expectation**

**Concepts and skills students master:**

1. Prepares for and delivers effective oral presentations.

**Evidence Outcomes**

**Students can:**

**Presentation of Knowledge and Ideas:**

- a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use established verbal and non-verbal delivery techniques, including: modulation of fluency and tone, adequate volume, clear pronunciation, appropriate eye contact, body position, and hand gestures.
- b. Integrate multimedia and visual displays into presentations to establish context, clarify information, strengthen claims and evidence, heighten interest, and broaden and deepen understanding.
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and ready-to-share, engaging visuals and materials.
- e. Refine strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with peers and mirrors, etc).
- f. Create a formal feedback form for peers, then analyze and use the results to evaluate effectiveness of presentation and plan for the next one.

**Listening to Presentations of Knowledge and Ideas:**

- g. Demonstrate listening by providing oral and written feedback that reflects understanding, and insights into speaker’s message.
- h. Asks questions to pursue deeper and broader understanding and establish connections linking the purpose of the presentation to self and world.

**21st Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How do presenters make themselves clear when presenting ideas to others?
2. When presenters want to persuade audience members, what is important for them to remember?
3. What current technologies will enhance the effectiveness of a presentation?
4. How do presenters determine what information is relevant when preparing a report or presentation?
5. How do speakers know if an audience is actively engaged in a presentation?
6. How can discussion participants integrate new information with their own knowledge and opinions?

**Relevance and Application:**

1. When hiring, a supervisor must develop and use effective interview techniques to select the proper candidate.
2. In many work place situations (e.g. committees, councils, boards), employees are required to collaborate effectively.
3. Public speakers can study theatre arts to improve their presentation skills.
4. Electronic presentation tools can be used to enhance oral presentations.
5. Long distance interviews can be conducted electronically.

**Nature of Discipline:**

1. Skilled communicators use dialogue to understand and to be understood, with consideration for self and others.
2. Skilled communicators must be open to the ideas of others.

<b>Content Area: English Language Arts – Eighth Grade</b>	
<b>Standard: 1. Speaking and Listening</b>	
<b>Valwood Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.</li> </ul>	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
2. Prepare for and participate effectively in a range of collaborative discussions.	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Comprehension and Collaboration:</b></p> <ul style="list-style-type: none"> <li>a. 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. <ul style="list-style-type: none"> <li>i. Come to discussions Valwood, having thoroughly read or researched material under study; including writing comments in margins (or on sticky notes) to track increasing levels of understanding of the text; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>ii. Work with peers to set rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> </li> </ul>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do people develop good listening skills?</li> <li>2. What strategies do effective communicators use to involve other people in the discussion?</li> <li>3. What can speakers do to make people want to listen to what they have to say?</li> <li>4. How does body language tell a speaker that he/she is having the desired effect on the audience?</li> <li>5. Why is it important to understand the speaker’s background?</li> <li>6. Why is asking questions a useful strategy in learning?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Public speakers use appropriate gestures, facial expressions, posture, and body language in a variety of situations (such as resolving conflicts, negotiating, and presenting reports).</li> <li>2. Professionals use oral communication skills to foster collaboration. For example, jury members are required to determine if a witness is telling the truth; business executives work in teams to complete a project on time.</li> <li>3. Life-long learners are often required to understand and apply information disseminated through lectures, seminars, and presentations.</li> <li>4. Use electronic tools to organize thoughts, to analyze a speaker’s meaning and to gain different perspectives (such as wordle, kidspiration, tagxedo, glogster and other word mapping tools)</li> </ol>

- b. 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.
- c. 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.
- d. Use evidence to develop credibility (such as citing the text to support opinions), and find connections to other places in the text with similar evidence to work toward building a comprehensive understanding or argument.
- e. Focusing on a central idea, prepare and ask relevant interview questions for researching and developing ideas further; evaluate the effectiveness of the techniques used and information gained from the interview.
- f. Recognize the difference between informal and formal language and make choices appropriate for group purposes.

**Nature of Discipline:**

1. Skilled listeners recognize the contributions of others.
2. Skilled listeners listen and ask good questions.

## 2. Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### READING

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### **LANGUAGE Anchor Standards Connected to Reading**

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

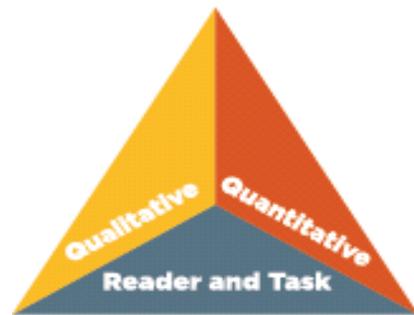
### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Reading for All Purposes Standard:**

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

## Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

## Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
<b>Stories</b>	<b>Dramas</b>	<b>Poetry</b>	<b>Literary Nonfiction and Historical, Scientific, and Technical Texts</b>
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

## Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
<b>Stories</b>	<b>Drama</b>	<b>Poetry</b>	<b>Literary Nonfiction</b>
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

<b>Content Area: English Language Arts – Eight Grade</b>	
<b>Standard: 2. Reading for All Purposes</b>	
<b>Valwood Graduates:</b>	
➤ Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts.	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Use information from texts to support analysis and personal responses to literature and poetry.	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Key Ideas and Details:</b></p> <ol style="list-style-type: none"> <li>a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; distinguish between a strong and weak inference.</li> <li>b. 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 and commentary on the text.</li> <li>c. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision or confrontation.</li> <li>d. Analyze the theme or central idea of a text to draw parallels to personal experience.</li> </ol> <p><b>Craft and Structure:</b></p> <ol style="list-style-type: none"> <li>e. 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.</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What motivates you to keep reading a book?</li> <li>2. How do readers adjust thinking strategies to better understand texts?</li> <li>3. How are literary texts similar? How are they different?</li> <li>4. Why does point of view matter? How does it contribute to conflict? How can point of view reduce conflict? How do different characters represent different points of view?</li> <li>5. How does a reader determine the primary message that the author wants interpreted from the passage? How can readers support their opinions from using evidence within texts?</li> <li>6. How do different authors approach story elements?</li> <li>7. Why does a particular literary work hold value for someone?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. On a daily basis, people are confronted with multiple points of view. Analyzing viewpoints and perspectives will help them see both sides of an issue.</li> <li>2. Having the opportunity to explore a variety of authors and literature will expand personal interest and choice of reading.</li> </ol>

- f. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning, style, and intended effect on audience.
- g. 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.

**Integration of Knowledge and Ideas:**

- h. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors; judge and support by citing specific literary and performance/media-based elements, which medium is most effective based on audience and purpose.
- i. Analyze how a modern work of fiction draws on references or allusions in the form of 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; examine how and why the author uses references and allusions to affect audience and purpose.
- j. Find, create, and use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints.
- k. Develop and share interpretations of literary works of personal interest.
- l. Recognize elements of traditional, classical, and contemporary works of literature in society, especially in the way these elements reveal lingering and also changing cultural values.
- m. Relate a literary work to primary source documents of its literary period or historical setting.

**Range of Reading and Complexity of Text :**

- n. By the end of the year, read, comprehend, and analyze literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**Nature of Discipline:**

1. Readers are able to connect with author's style, tone, and mood to support their own personal selections.
2. Skilled readers apply their knowledge when reading in Science, Technical Subjects, and History/Social Studies

<b>Content Area: English Language Arts – Eighth Grade</b>	
<b>Standard: 2. Reading for All Purposes</b>	
<b>Valwood Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks.</li> </ul>	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
2. Use textual evidence to support summary, analysis and evaluation of informational and persuasive texts.	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Key Ideas and Details:</b></p> <ul style="list-style-type: none"> <li>a. Cite the textual evidence that most directly and strongly supports an analysis of what the text says explicitly as well as identify inferences that originate in specific text details.</li> <li>b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary and commentary of the text.</li> <li>c. Analyze how and why a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li> </ul> <p>Craft and Structure:</p> <ul style="list-style-type: none"> <li>d. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts, and rhetorical strategies used.</li> <li>e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences and word arrangements in developing and refining a key concept.</li> <li>f. Determine an author's point of view and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> </ul> <p><b>Integration of Knowledge and Ideas:</b></p> <ul style="list-style-type: none"> <li>g. Using specific texts to compare and contrast, evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> </ul>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to critique an author's credentials? Why is this author qualified to write this informational text?</li> <li>2. How and when do readers adjust reading strategies to better understand different types of text?</li> <li>3. Why do authors use specific text features to convey a message?</li> <li>4. How do readers know if the text is informing them or trying to persuade them?</li> <li>5. How does comprehension of informational text contribute to lifelong learning?</li> <li>6. How can bias influence the reader?</li> <li>7. Which texts do you connect with and why? What elements make a text more attractive to some readers than others?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. While reading science and social studies texts, readers analyze details for relevance and accuracy.</li> <li>2. When reading for information, people think about the credibility of the author to be sure that the information is current and accurate.</li> <li>3. When reading to learn a procedure, consumers need to comprehend and follow directions accurately.</li> <li>4. Voters need to understand both the gist of a proposition and the details.</li> <li>5. The exponentially growing access to information of all types on the Internet make it essential for students to practice and hone skills for evaluating online information and learn how to efficiently and effectively locate reliable information sources.</li> </ol>

- h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- i. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation; produce criteria that could be used to evaluate the effectiveness of the texts under study
- j. Use flexible reading and note-taking strategies (annotating the text, outlining, diagraming, skimming, scanning, key word search) to organize, answer questions, deepen understanding, or perform specific tasks.
- k. Identify and interpret author's choice of expository, narrative, persuasive, or descriptive modes to convey a message.
- l. Locate, analyze and present informational texts of personal interest.

**Range of Reading and Level of Text Complexity:**

- m. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

**Nature of Discipline:**

1. Readers understand there may be multiple points of view on the same topic.
2. Skilled readers apply their knowledge when reading in Science, Technical Subjects, and History/Social Studies

<b>Content Area: English Language Arts – Eighth Grade</b>		
<b>Standard: 2. Reading for All Purposes</b>		
<b>Valwood Graduates:</b>		
➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.		
<b>Grade Level Expectation: Eighth Grade</b>		
<b>Concepts and skills students master:</b>		
3. Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.		
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>	
<p><b>Students can:</b></p> <p><b>Vocabulary Acquisition and Use:</b></p> <ol style="list-style-type: none"> <li>i. 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. 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.</li> <li>ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>iii. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>iv. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> <li>v. Select and employ strategies to persist when encountering unknown or ambiguous words or difficult passages</li> <li>vi. Explain how authors use language to influence audience perceptions of events, people, and ideas</li> <li>vii. Explain how and determine the effectiveness of word choice and sentence structure are used to achieve specific effects (such as tone, voice, mood, and distinctive style).</li> </ol> <ol style="list-style-type: none"> <li>b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>i. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> </ol> </li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How has language changed through the centuries? Is the English language still changing? If so, how does that happen?</li> <li>2. How do informal social media (e.g. texting, live chat, Twitter) enhance and/or impede communication?</li> <li>3. How can use of dialect or jargon bias a listener? How are words misinterpreted?</li> <li>4. How does a readers' knowledge of morphology help them effectively decode and understand multisyllabic words?</li> <li>5. How did the English language end up with so many "borrowed" roots from Latin and Greek?</li> <li>6. What power do words have? How do people adjust the words they use in different contexts?</li> </ol>	
		<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Columnists and blog writers have a distinctive voice, tone, and mood.</li> <li>2. Using online dictionary tools can enhance learners' ability to increase their vocabulary and understanding of online reading</li> <li>3. <i>Social media is a means of world-wide communication.</i></li> </ol>
		<p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. People use different types of language depending on their setting and their audience.</li> <li>2. People adjust language according to the purpose of their message: In some situations, they may need more formal language to establish credibility.</li> </ol>

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| <ul style="list-style-type: none"><li>ii. Use the relationship between particular words to better understand each of the words.</li><li>iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li><li>iv. Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways.</li></ul> <p>c. 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.</p> |  |
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### 3. Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

#### WRITING

##### **Text Types and Purposes** (\*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

##### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

##### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **LANGUAGE Anchor Standards Connected to Writing**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Writing and Composition standard:**

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

**Content Area: English Language Arts – Eighth Grade**

**Standard: 3. Writing and Composition**

**Valwood Graduates:**

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes.

**GRADE LEVEL EXPECTATION:**

**Concepts and skills students master:**

1. With awareness of audience and purpose, compose narrative writing.

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Text Types and Purposes:</b></p> <ol style="list-style-type: none"><li>a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<ol style="list-style-type: none"><li>i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; writer experiments with internal and external character development.</li><li>ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Writer experiments with multiple narrators.</li><li>iii. Use a variety of transition words, phrases, clauses, and techniques to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li><li>iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Writer experiments with techniques to develop author's style and tone.</li><li>v. Provide a conclusion that follows from and reflects on the narrated experiences or events, and reflects on the theme.</li></ol></li><li>b. Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect, and through voice and tone influence readers' perceptions.</li><li>c. Use a variety of planning strategies and research to bring coherence and authenticity to a piece of writing.</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. How does a writer's knowledge of their audience and purpose contribute to their writing?</li><li>2. How do graphic organizers or planning guides support the writer?</li><li>3. What are the elements of a well-developed character?</li><li>4. What tools do authors use to create their own tone and style?</li><li>5. How does foreshadowing create connections for the reader?</li><li>6. How does figurative language enhance writing?</li></ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Readers who study key story elements will enhance their work as writers.</li><li>2. People who monitor what they are reading and attend to how a text is organized become more organized writers.</li><li>3. Readers who are able to critically analyze text are better able to explain and justify personal preferences.</li></ol> <p><b>Nature of the Discipline:</b></p> <ol style="list-style-type: none"><li>1. Writers realize the importance and relevance of setting, plot, characterization, mood, tone and theme</li><li>2. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies</li></ol>

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| <ul style="list-style-type: none"><li>d. Express voice and tone and influence reader's perceptions by varying vocabulary, sentence structure, and descriptive details.</li><li>e. Revise and edit writing to strengthen clarity, fluency, ideas, vividness of voice, tone, organization, and conventions.</li><li>f. Using specific criteria, engage in self-evaluation and peer review to explain strengths and weakness of one's own writing and the writing of others.</li><li>g. As writers, use mentor text/authors to help craft appropriate technique.</li><li>h. Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop, organize, and manipulate texts.</li><li>i. Establish and maintain a controlling idea (revealed both explicitly and implicitly) appropriate to audience and purpose.</li></ul> |  |
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<b>Content Area: English Language Arts – Eighth Grade</b>		
<b>Standard: 3. Writing and Composition</b>		
<b>Valwood Graduates:</b>		
➤ Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes.		
<b>GRADE LEVEL EXPECTATION:</b>		
<b>Concepts and skills students master:</b>		
2. With awareness of audience and purpose, compose persuasive and informational writing.		
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Students can:</b> <b>Text Types and Purposes:</b> a. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>i. Introduce precise claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically and powerfully.</li> <li>ii. Develop claim(s) and counter claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>iv. Establish and maintain a formal style and objective tone.</li> <li>v. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>vi. Explain and imitate emotional, logical and moral appeals used by writers who are trying to persuade an audience.</li> <li>vii. Demonstrate awareness of <i>audience</i> expectations and possible bias when writing a piece of informational or persuasive writing.</li> <li>viii. Demonstrate awareness of <i>own</i> possible bias when composing a piece of informational or persuasive writing.</li> <li>ix. Revise ideas and structure to improve depth of argument/information and logic of organization; identify persuasive elements in peer’s writing and critique the effectiveness.</li> </ul>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What tools do readers use to summarize ideas as they read?</li> <li>2. What types of informational texts are there and what are their purposes?</li> <li>3. How does a writer gather information to create informative/explanatory pieces of writing?</li> <li>4. If you could persuade someone to do something that you wanted, what would that be? How might you go about persuading them in writing?</li> <li>5. What types of words and techniques do authors use when they are trying to convince or persuade others to do what they want?</li> <li>6. When can an author’s influence or persuasion be dangerous? Helpful?</li> </ol>	
		<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Convincing someone to vote for a candidate in an election usually requires comparisons, details and citations.</li> <li>2. Gathering and disseminating information in an organized way is a vital skill across many disciplines and vocations.</li> <li>3. <i>Consumers Reports</i> magazine writers gather, analyze, and publish product comparisons that evaluate quality.</li> </ol>
		<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Writers know how important it is to connect prior knowledge with new information.</li> <li>2. Writers write for a variety of informational and persuasive purposes.</li> <li>3. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies --</li> </ol>

- x. Explain and imitate effective persuasive writing, especially the emotional, logical, and moral appeals used by writers who are trying to persuade an audience.
- xi. Select and use appropriate rhetorical techniques (such as asking questions, using humor, etc.)
- b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts, and establish clear connections among supporting details.
  - iv. Use precise language and domain-specific vocabulary to inform about or explain the topic; elaborate to give using detail, adding depth, and continuing the flow of an idea.
  - v. Establish and maintain a formal style and objective tone appropriate for a specified audience and purpose.
  - vi. Provide a concluding statement or section that follows from, supports and offers insight into the information or explanation presented.
- c. Revise multi-paragraph texts that develop a central idea through comparison, show cause and effect, or support a point; elaborate to give detail, add depth, and continue the flow of an idea.
- d. Evaluate the effectiveness and importance of organization and well-chosen details in communicating the author's purpose.
- e. Write to analyze and explain procedures, processes, and informational texts (e.g. steps in a scientific investigation, how a bill becomes a law).

f. Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion.

<b>Content Area: English Language Arts – Eighth Grade</b>	
<b>Standard: 3. Writing and Composition</b>	
<b>Valwood Graduates:</b>	
➤ Apply standard English conventions to effectively communicate with written language.	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
3. Use the recursive process of writing, including revising and editing for clarity and grammar and conventions use, to produce well-written documents for specific purposes and audiences.	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Production and Distribution of Writing:</b></p> <ol style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>b. With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <ol style="list-style-type: none"> <li>i. Use planning strategies to select and narrow topics (continually reconnect plan to prompt and purpose).</li> <li>ii. Analyze and revise writing to strengthen the clarity of the message and vividness of voice, tone, and ideas</li> </ol> </li> <li>c. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</li> </ol> <p><b>Conventions of Standard English:</b></p> <ol style="list-style-type: none"> <li>d. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>ii. Form and use verbs in the active and passive voice.</li> <li>iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>iv. Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>v. Use comparative and superlative adjectives and adverbs correctly in sentences</li> <li>vi. Combine sentences with subordinate conjunctions</li> </ol> </li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the use of correct grammar, usage, and mechanics add clarity to writing?</li> <li>2. How do audience and purpose influence a writer’s use of grammar and mechanics?</li> <li>3. Is it ever okay to take liberties with conventions?</li> <li>4. What tools help a writer edit and enhance work?</li> <li>5. How can writers create strong sentence fluency in their work?</li> <li>6. What is the purpose of applying appropriate conventions of standard English? How can use of spelling rules and patterns improve written communication?</li> <li>7. When does a writer know he/she has done enough editing?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Conventions of grammar and usage create common understanding and improve communication.</li> <li>2. Correct vocabulary, grammar, usage, and mechanics adds clarity to writing.</li> <li>3. Job interviews often include the evaluation of correct grammar and the request for a writing sample.</li> </ol> <p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. After making own writing approximations, writers often use the tools from editing software programs to recheck writing for correct grammar and convention use</li> <li>2. Writers need to be able to evaluate their own use of conventions and use available and appropriate tools when required.</li> </ol>

- vii. Use subject-verb agreement with intervening phrases and clauses
- viii. Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences.

e. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- ii. Format and punctuate dialogue correctly
- iii. Use an ellipsis to indicate an omission.
- iv. Spell correctly.

**Knowledge of Language:**

f. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- i. 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).

**Range of Writing:**

g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## 4. Research and Reasoning

Research and Reasoning skills are pertinent for success in postsecondary and workforce settings. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work. Below and on the next page are the Valwood Graduate Competencies.

### WRITING

#### **Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **LANGUAGE Anchor Standards Connected to Research and Reasoning**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Research and Reasoning standard:**

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

<b>Content Area: English Language Arts – Eighth Grade</b>	
<b>Standard: 4. Research and Reasoning</b>	
<b>Valwood Graduates:</b>	
➤ Exercise ethical conduct when writing, researching, and documenting sources.	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Conducts and shares research by synthesizing information from multiple sources.	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p><b>Research to Build and Present Knowledge:</b></p> <ol style="list-style-type: none"> <li>a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>c. Draw evidence from literary or informational texts to support analysis, reflection, argument, and research. <ol style="list-style-type: none"> <li>a. 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").</li> <li>b. 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; recognize when irrelevant evidence is introduced").</li> </ol> </li> <li>d. Organize and present research designed to meet the expectations of the intended audience and purpose.</li> <li>e. Identify a topic for research, developing the central idea or focus and formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between and using primary and secondary source materials.</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do writers summarize and synthesize information to reflect their ideas on a subject?</li> <li>2. How do writers organize information so they can reflect on the data gathered?</li> <li>3. How do writers determine what they want the audience to know?</li> <li>4. How can writers ensure they gather valid information for research?</li> <li>5. How do people decide on and use credible, relevant, appropriate, accurate, and valid information?</li> <li>6. How do we use the computer and other media to answer questions about a subject?</li> <li>7. What is the difference between a primary and secondary source?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. New forms of chemicals and medicines are approved and given to people to save or improve the quality of lives only after research, bibliographies and citations are presented.</li> <li>2. Search engines can exclusively do their scanning for logical and related sources based on direct quotes, footnotes and quotations in the research community networks.</li> <li>3. An understanding of intellectual property can be obtained by participating and publishing online.</li> </ol> <p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. Researchers know conducting reliable and valid research is an ethical responsibility.</li> <li>2. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies</li> </ol>

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| <ul style="list-style-type: none"><li>f. Document information and quotations using a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources.</li><li>g. Use organizational features of electronic text (bulletin boards, search engines, databases) and search methods to locate information and obtain useful information from scholarly sources.</li><li>h. Differentiate between valid and faulty generalizations and identify common reasoning fallacies and credibility in print and non-printed sources.</li><li>i. Write reports based on research findings that include quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page; differentiate between paraphrasing and using direct quotes in a report.</li></ul> |  |
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<b>Content Area: English Language Arts – Eighth Grade</b>	
<b>Standard: 4. Research and Reasoning</b>	
<b>Valwood Graduates:</b>	
➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning.	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
2. Recognize the implications of biases and assumptions in research and media.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Determine and evaluate strengths and weaknesses of own and others’ thinking by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, and logic.</li> <li>b. Identify stereotypes, prejudices, biases, and distortions in self and thinking of others.</li> <li>c. Identify and articulate own assumptions and bias assumptions and bias of others that underlie inferences being made and assess those assumptions for justifiability.</li> <li>d. Take a position on an issue and support it using appropriate media to demonstrate reasoning and explain decisions in the creative process.</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do people explain the implications and concepts used by themselves and others, including authors?</li> <li>2. Did the author consider various points of view open-mindedly?</li> <li>3. How do people monitor their thinking for clarity and careful reasoning?</li> <li>4. What are common fallacies found in print and non-print? How do you identify common reasoning fallacies in your thinking and others’?</li> <li>5. Is a generalization usually acceptable in research reporting?</li> <li>6. When students are reading text, how do they monitor clarity and bias about what others are saying?</li> <li>7. In a global conversation, how do assumptions and “common” reasoned thinking in research work?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Valid and reliable information is a signature of acceptable research.</li> <li>2. Researchers monitor the sources that are selected and check the credibility of the author or the source before it is used in their work.</li> <li>3. Online information can be published by anyone. Use rigorous evaluation processes to determine accuracy.</li> </ol>
	<p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. Researchers acknowledge that there is faulty reasoning in communication, which keeps them aware of what they must do to make sure their work is clear and accurate.</li> <li>2. Researchers understand that making good decisions, based on careful reasoning, are important to the quality of life.</li> </ol>