

# Washington Township Middle Schools

---

## ELA Grade 8 Demonstrable Proficiencies

- I. Attitude and Behavior – The following will be demonstrated: effort, cooperation, following directions, perseverance, self-control, respect for others, self-growth, responsibility, paying attention, effective use of time, and self-direction.
- II. Course Objectives/Overview - This course is designed for the eighth grade middle school student. It offers an integrated and active approach to reading, writing, speaking, listening, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, and information, media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity perfect for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.

### Unit 1

At the end of this unit, students will be able to determine a theme or central idea of a text; analyze its development over the course of the text; use text support to evaluate characterization, theme, point of view, and plot development. Students will use these skills to produce clear and coherent narratives, developing real or imagined experiences and/or events while using effective technique, relevant descriptive details, and well-structured event sequences.

### Unit 2

The following unit will focus on informational and nonfiction texts. Students will engage with texts ranging from biographies, narrative nonfiction, articles, primary documents such as journals, and other nonfiction texts. At the end of this unit, students will be able to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Students will be able to cite textual evidence that most strongly supports an analysis of what a grade appropriate text says explicitly, as well as to support inferences drawn from text and determine the meaning of words and phrases as they are used in a text. Students will use these skills to produce an informative writing piece.

### Unit 3

By the end of this unit, students will differentiate between argumentative/persuasive texts and other types of texts, identify key words that trigger argument, differentiate between fact and opinion, and develop arguments that use appropriate openings and closings, developed body paragraphs including solid reasons and supporting details, appropriate transition words, and demonstrate higher-level critical thinking skills.

### Unit 4

Unit Description: By the end of this unit, students will be equipped to differentiate among various types of research, conduct research using authentic resources, avoid plagiarism by paraphrasing, cite sources according to MLA format, and complete a research project.

III. New Jersey Common Core Standards for English Language Arts - Grade 8

<b>CCS Standards: Reading - Literature</b>
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.
RL.8.3. 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.
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.
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.
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.
RL.8.7. 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.
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<b>CCS Standards: Reading – Informational Text</b>
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2. 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 of the text.
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10. 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.
<b>Standards: Writing</b>
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6. 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.
W.8.7. 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.
W.8.8. 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.
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>W.8.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
<b>CCS Standards: Speaking &amp; Listening</b>
<b>SL.8.1.</b> 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.
<b>SL.8.2.</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.
<b>SL.8.3.</b> 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.
<b>SL.8.4.</b> 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.
<b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>SL.8.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>CCS Standards: Language</b>
<b>L.8.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
<b>L.7.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.7.6.</b> 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.

#### IV. Grading Categories and Percentages

Category	Weight
Homework (Independent reading, vocabulary activities, etc.)	15%
Minor Assessments/Activities (Quizzes, classwork, journals/notebooks, short writing responses, etc.)	30%
Major Assessments/Activities (Tests, benchmark assessments, published writing, projects, etc.)	35%
Collaboration/Participation (Debates, oral presentations, Socratic seminar, cooperative activities, literature circles, etc.)	20%