

Language Arts 8

Reading Literature

Standard 1: Cites textual evidence to support thinking

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
-Cites evidence that most strongly supports an analysis of what a text says. -Explains the relationship between the evidence and conclusions with depth. -Applies insightful ideas with the clear evidence.	-Cites the textual evidence that supports analysis and inferences. -Explains the relationship between the evidence and conclusions. -Applies adequate ideas with the evidence.	-Cites simplistic evidence to a general analysis. -Provides little explanation for the relationship between the evidence and conclusions. -Relies too much on evidence without any original ideas.	- Applies evidence incorrectly, cites inaccurate evidence, or lacks evidence. -Evidence stands on its own without any explanation. -Understanding is superficial.

Standard 1 will be assessed in units throughout the school year on summative assessments.

Summative Assessments for S1 will consist of Text-Based Questions (TBQs) where students respond to a literature question using information from the text to support their ideas. Some summative assessments will be in the form of essays analyzing an aspect of the literature.

Includes:

CCSS.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.

CCSS.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.

CCSS.RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, including describing how the material is rendered new.

Standard 2: Craft and structure of poetry

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>--Accurately determines meaning of words and phrases as used in poetry, including figurative language and connotative meaning.</p> <p>-Analyzes impact of specific word choices on meaning and tone in an insightful way.</p> <p>-Compares and contrasts the structure of poems and analyzes how it contributes to a deeper understanding of the poem.</p>	<p>-Determines meaning of words and phrases used in poetry, including figurative language and connotative meaning.</p> <p>-Explains the impact of specific word choices on meaning and tone.</p> <p>- Compares and contrasts the structure of poems and assesses how it contributes to understanding the poem.</p>	<p>-Occasionally determines the meaning of words and phrases used in poetry, including figurative language and connotative meaning.</p> <p>-Provides simplistic connection between impact of specific words on meaning and tone.</p> <p>-Can compare and contrast structures of poems, but offers only a nominal level of depth in understanding contribution.</p>	<p>-Determines very few meanings of figurative/connotative language without guided help.</p> <p>-Vaguely understands impact of word choice on meaning and tone of poem.</p> <p>-Has difficulty comparing and contrasting structure and does not make connections to the overall understanding of the poem.</p>

Standard 3: Analyzes text and story elements

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>-Develops an insightful theme with multiple cited examples;</p> <p>-Applies in-depth inferences and applications that reveal impact of elements to the story-</p> <p>- thorough understanding of how literary devices add</p>	<p>-Infers appropriate theme;</p> <p>-Explains how setting, plot, or characters support the development of a theme;</p> <p>-Explains the interactions of the elements of the story.</p> <p>-Understands how literary devices add</p>	<p>-Uses simplistic/generic theme with evidence from the text;</p> <p>-Connects an event or dialogue to the development of the story in a vague way.</p> <p>-Vaguely understands how literary devices add to the story, without</p>	<p>-Follows a task to determine theme;</p> <p>-Identifies elements of the story that contribute to theme, but cannot explain how or why</p> <p>-Sees little correlation between literary devices and suspense and humor.</p> <p>-Has difficulty</p>

to the story, contributing to suspense and/or humor. -Infers word meanings through context and evaluate the word choice used by the author.	to the story, adding suspense a/o humor. -Infers word meanings through context clues, and can explain the author's word choice	always recognizing the suspense or humor created. -Occasionally recognizes context clues and has difficulty differentiating between shades of meaning.	understanding new words from context; cannot differentiate between shades of meaning for optimal word choice.
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Standard 3 will be assessed throughout the year.

Includes:

CCSS.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

CCSS.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.

CCSS.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.

CCSS.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.

Writing

Standard 4: Clarity; appropriate to the task, purpose, and audience.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
-Goes beyond the teaching in development, style, tone, and choice of evidence/details; -Makes the reader notice craft, style, language usage, tone, or techniques while reading -Many and varied transitions move the	-Produces writing which is clear and coherent; -Develops writing appropriately for the task, purpose, and audience; -Organizes writing appropriately for the task, purpose, and audience; -Crafts style that is	-Crafts appropriate structure, includes necessary details; -Develops basic ideas -Includes simplistic message appropriate to the task -Few transitions or repeated transitions help the reader -Limited use of	-Crafts a simple format or structure; -Includes some supporting details; -Lacks a coherent and clear message -Few or no transition help the reader -Few or no narrative techniques use; writing is simplistic and elementary.

reader along -Incorporates narrative techniques in writing to add depth to writing.	appropriate to the task, purpose, and audience -Good use of transitions to move the reader along -Uses some narrative techniques to bolster writing	narrative techniques to add depth to writing.	
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Standard 1 will be assessed throughout the year on all written assessments.

Includes:

CCSS.W.8.2b: Develop a topic with relevant, well-chosen details or quotations.

CCSS.W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.W.8.3a: Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.W.8.3b: Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.

CCSS.W.8.3c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.W.8.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting.

CCSS.W.8.7: Conduct short research projects to answer a question.

Standard 5: Draws evidence from literary text to support analysis and reflection.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
-Expertly incorporates evidence from literary texts to support analysis and reflection.	-Smoothly incorporates evidence from literary texts to support analysis and reflection.	-Attempts to incorporate evidence from the text to support analysis and reflection. -Follows some of the	-Mentions story details in an attempt to provide evidence. -Does not follow MLA formatting guidelines. -If evidence is

-Follows MLA formatting guidelines, including advanced techniques: block quotes, quoting dialogue, etc. -Uses his/her own words to introduce and to elaborate on the evidence provided.	-Follows MLA formatting guidelines. -Uses his/her own words to introduce and to elaborate on the evidence provided.	MLA formatting guidelines. -May not use his/her own words to introduce the evidence; may or may not elaborate on the evidence.	provided, it stands on its own with little or no elaboration.
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Includes:

CCSS.W.8.9: Draw evidence from literary texts to support analysis and/or reflection.

CCSS.W.8.9a: Apply Grade 8 Reading standards to literature

Standard 6: Meets 8th grade-level expectations for written responses

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
-Writes responses in complete sentences, using the question to form the response. Fully answers the question, providing extensive evidence and thoughtful insight.	-Writes responses in complete sentences, using the question to form the response. Fully answers the question, providing insight and evidence where appropriate.	-Writes responses in complete sentences without using the question to form the response. Misses parts of the question, or provides little evidence and insight.	-Does not write responses in complete sentences. Does not fully answer the question or misses parts of the response. Does not include evidence to support response or any insight to the question.

Standard 6 will be assessed on written response questions throughout the year.

Language

Standard 7: Acquires and successfully uses grade-level vocabulary

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
-Demonstrates understanding of grade-level	-Demonstrates understanding of grade-level	-Understands word meanings and synonyms and	-know basic definitions, but cannot give

vocabulary by using words correctly, providing context clues to meaning, but also demonstrates finer differences in connotation.	vocabulary by using words correctly, providing context clues to meaning.	antonyms, but cannot use the words correctly in context.	antonyms, synonyms, or use words correctly in context.
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Standard 7 will be addressed throughout the year.

Includes:

CCSS.L.8.4: Determine or clarify the meaning unknown and multiple-meaning words

CCSS.L.8.4a: Use context as a clue to the meaning of a word

CCSS.L.8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to word meaning

CCSS.L.8.4c: Consult general and specialized reference materials

CCSS.L.8.4d: Verify the preliminary determination of the meaning of a word.

CCSS.L.8.5a: Interpret figures of speech (verbal irony) in context

CCSS.L.8.5b: Use the relationship between particular words to better understand each of the words.

CCSS.L.8.5c: Distinguish among the connotations of words with similar denotations.

Standard 8: Demonstrates command of the conventions of standard English

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
-Uses sophisticated sentence construction and has no errors in grammar, mechanics, usage, or spelling in written language and speech.	-Uses mostly correct spelling, grammar, mechanics and usage in writing and speech.	Makes errors in spelling, grammar, mechanics, and usage in writing and speech. -Errors begin to distract the reader or inhibit understanding.	Errors in spelling, grammar, mechanics, and usage make writing difficult to understand and are obvious in spoken language as well.

Standard 8 will be assessed throughout the year.

Includes:

CCSS.L.8.1: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.L.8.1a: Explains the functions of verbals in general their function in particular sentences.

CCSS.L.8.2: Demonstrates the command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.L.8.3: Uses knowledge of language and its conventions when writing, speaking, reading, or listening.