

# Whiteriver Unified School District Essential Standards Quarterly Focus

What is it that we expect students to learn?	Grade: 8 <sup>th</sup> Grade Subject: English Language Arts
<p><b><u>First Quarter - Literature</u></b></p> <p>8.RL 2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>8.RL 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>8.RL 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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>8.RL 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.</p> <p>8.W.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.)</p> <p>8.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Unit 1 The Lottery by Shirley Jackson</p> <p>Unit 2 Commencement Address to the Santa Fe Indian School by Michelle Obama</p>	<p><b><u>Second Quarter – Informational Text</u></b></p> <p>8.RI.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.</p> <p>8.RI.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.</p> <p>8. RI 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>8.RI.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.</p> <p>8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Unit 3 The Call of the Wild by Jack London</p>
<p><b><u>Third Quarter - Literature</u></b></p> <p>8.RL.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.</p> <p>8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.</p> <p>8.RI.9: 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.</p> <p>8.SL.3: 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.</p> <p>8.W.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Use correct spelling.</p> <p>Unit 4 Letters of a Civil War Nurse by Cornelia Hancock</p> <p>Unit 5 Refugee by Alan Gratz</p>	<p><b><u>Fourth Quarter – Informational Text</u></b></p> <p>8.RL 2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>8.RL 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>8.RL 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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>8.RI 9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>8.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Unit 6 Everybody Out by Randall Moore</p>