

8th Grade

Following the skill progressions from seventh grade, the following bullet points highlight the college and career readiness indicators that will be developed in eight grade:

Reading:

- Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range.
- Analyze how structure or formatting, point of view, and/or interactions between individuals, events, and ideas contribute to the overall meaning of a text; cite textual evidence to support analysis.
- Analyze how authors shape their presentations by emphasizing certain evidence or interpretations and assess whether reasoning is sound and evidence is relevant to support claims; cite evidence to support analysis.

Writing:

- Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing emphasizing sound reasoning and evidence, precise word choices, smooth transitions and sentence variation.
- Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source; avoid plagiarism and follow a standard format for citation (MLA or APA).

Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening; choose language that expresses ideas precisely and concisely, using strong, active verbs to create a clear picture for the audience.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening:

- Engage effectively with diverse partners in a range of collaborative discussions on grade 8 topics, texts, and issues, acknowledging new information expressed by others and, when warranted, qualifying or justifying views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and evaluate the motives behind its presentation.
- Present findings and claims to others; emphasize key points with relevant evidence and sound reasoning; adapt speech to the audience and the formality of the setting; respond to questions and comments with relevant observations and ideas.

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Understanding the Map:

The following map is designed as a tool for assisting educators, students, and community members to gather an in-depth understanding of the Berkeley County School's learner and learning expectations. Rooted in the West Virginia College and Career Readiness Standards, this map provides the following sections:

1. An explanatory overview for each nine week marking period.
2. Essential standards and learning targets for the entire year.
3. Specific standards and learning targets for the nine week marking period.

In addition, the understanding of each section is that the rigor of standards addressed year long will increase as the year progresses.

Explanation of Learning Targets:

The learning targets provided in this map are standards-based suggestions. Although designed to function as student-centered learning objectives, they can be modified and adapted to satisfy numerous classroom environments, resources, and learner needs and demographics.

Essential Standards

Understanding the Standards

In the table below, you will find a list of standards that should be introduced at the beginning of the year and will be re-addressed periodically as the year progresses. These standards all involve skills that students must continuously work on throughout the year to achieve mastery. These standards represent essential skills that successful 8th grade students need to have a thorough understanding of before they make the transition to high school ELA work.

The work represented within these standards forms the core of middle-level ELA instruction: reading and analyzing literary and informational texts; writing narrative, informative, explanatory, and argumentative essays; addressing new and unknown vocabulary words; presenting information to peers; and participating in collaborative discussions across multiple student groups that are focused on grade 8 ELA content and standards.

By the end of the year, 8th grade students should be able to identify and cite strong text evidence to support both spoken and written analyses of both informational texts and literary texts, write full and complete essays of several different types, use knowledge of language and grammar as a tool to support writing with a focus on verbs, and create presentations to share with peers.

The learning targets provided in this map are standards-based suggestions. Although designed to function as student-centered learning objectives, they can be modified and adapted to satisfy numerous classroom environments, resources, learner needs and demographics.

The following standards will support these goals through the course of the year.

Reading

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Standards		Learning Targets
8.1	Cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence from a literary or informational text to support spoken and written responses. • Draw inferences from a literary text to assist in citing text evidence. • Analyze a literary text for what it explicitly says.
8.2	Determine a theme or central idea of a literary 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.	<ul style="list-style-type: none"> • Determine the theme and central idea of a literary text. • Analyze the development of a theme or central idea of a literary text. • Analyze the relationship between theme, characters, setting, and plot.
8.4	Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Cite textual evidence from a literary or informational text to support spoken and written responses. • Develop and provide coherent and objective summaries of a literary and informational text. • Study an informational text for what is explicitly stated.
8.18	By the end of the year, read and comprehend literary texts at the high end of the grades 6–8 text complexity range independently and proficiently.	<ul style="list-style-type: none"> • Independently read and comprehend literary texts of a variety of genres and formats proficiently.
8.19	By the end of the year, read and comprehend informational texts at the high end of the grades 6-8 text complexity range independently and proficiently.	<ul style="list-style-type: none"> • Independently read and comprehend literary texts of a variety of genres and formats proficiently.
Writing		
Standards		Learning Targets
8.23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Develop and organize writing in appropriate styles for different audiences, purposes and tasks. • Utilize writing processes (planning, revising, editing, etc) to address varying purposes and audiences.
8.24	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing to	<ul style="list-style-type: none"> • Using peers and mentors (teachers, adults) develop and strengthen writing.

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	demonstrate command of the Language standards up to and including grade 8, focusing on how well purpose and audience have been addressed.	
8.25	Use technology to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.	<ul style="list-style-type: none"> Use technology to produce clear, cohesive, and appropriate writing presenting connected information and ideas.
8.28	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> Analyze how modern fiction draws on fiction from the past, looking for themes, patterns of events, and character types. Describe how a modern piece of fiction is transformed from an original, older version of the story.
8.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Write over varied time frames for a range of specific content tasks and audiences.
Speaking and Listening		
Standards		Learning Targets
8.30	<p>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 ideas clearly.</p> <ul style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the 	<ul style="list-style-type: none"> Engage in collaborative discussions on diverse 8th grade topics. Signal to peers a level of preparedness in discussion by having researched, following rules of discussion, referring to evidence and connecting ideas. Reflect on collaborative discussions, acknowledging new information, and justifying and qualifying evidence presented.

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	evidence presented.	
8.35	Adapt speech to a variety of contexts and tasks, demonstrating command of grade 8 Language standards, as well as formal English, when indicated or appropriate.	<ul style="list-style-type: none"> Produce clear and coherent speech illustrating a command of formal spoken English.
Language		
Standards		Learning Targets
8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Explain the function of gerunds, participles, and infinitives in general and their function in particular sentences. 	<ul style="list-style-type: none"> Display a command of the standards of English grammar and speech at an appropriate 8th grade level.
8.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use a comma, ellipsis, or dash to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly, consulting reference materials as needed. 	<ul style="list-style-type: none"> Display a mastery understanding of capitalization, punctuation, and spelling. Express the functions of verbals and their specific usages. In writing, show pauses or breaks using various, appropriate punctuation. Use ellipses to indicate omissions in writing -- narrative and informative.
8.39	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. <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the initial determination of the meaning of a word or phrase. 	<ul style="list-style-type: none"> Using flexible strategies (such as context, affixes, suffixes, roots, and references materials) determine, comprehend, and verify the meaning and part of speech of unknown words in context.

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<p>8.40</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">• Interpret figures of speech in context.• Use the relationship between particular words to better understand each of the words.• Distinguish among the connotations of words with similar denotations.	<ul style="list-style-type: none">• Clarify, in context, figures of speech and their meanings.• Utilize word relationships to increase comprehension.• Differentiate the meanings or feelings of words (connotations) with similar definitions (denotations).
<p>8.41</p>	<p>Acquire and accurately use 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>	<ul style="list-style-type: none">• Gain a comprehensive level of 8th grade appropriate general and academic specific vocabulary.

First Nine Weeks

Understanding the Standards

The first nine weeks marking period has a focus on literary texts and narrative writing. This focus will lay the groundwork for a year of rigorous reading and writing with room to build upon and progress as the tasks assigned increase in complexity. Teachers should take this time to foster a positive reading and writing life for students.

The core skills that will be taught through this marking period, especially regarding textual evidence and analysis, will carry through the year. The intention of the first nine weeks is to start with reading fiction, which will encourage the students to become comfortable with the practice of essential reading skills such as in-text analysis and citation.

The major writing goal of this marking period involves the creation of narrative writing pieces. Narrative writing should include logical story sequencing, dialogue, descriptive details, and appropriate language to the narrative task at hand.

The learning targets provided in this map are standards-based suggestions. Although designed to function as student-centered learning objectives, they can be modified and adapted to satisfy numerous classroom environments, resources, learner needs and demographics.

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Reading		
Standards		Learning Targets
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.	<ul style="list-style-type: none"> Analyze specific lines of dialogue for effects on action, character, and decisions. Analyze specific incidents of a story for effects on action, character, and decisions. Demonstrate an understanding of the format and significance of dialogue in a literary text. Consider how significant dialogue or moments can create actions (such as decisions or character revelations) within a literary text.
8.8	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> Compare and contrast how various literary texts are written. Analyze how structures of texts affect their meaning and style
8.9	Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor in a literary text.	<ul style="list-style-type: none"> Understand different points of view for character, audience, and reader. Analyze how the relationship between characters’ and audiences’ points of view create effects such as irony, suspense, or humor.
8.13	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.	<ul style="list-style-type: none"> Analyze differences and authenticity between a filmed version of a story and written version of a story. Evaluate why differences exist between a filmed version and written version of a story.
8.14	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	<ul style="list-style-type: none"> Analyze how patterns in literature can repeat across historical periods and genres. Analyze how modern fiction draws on fiction from the past, looking for

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	transformed in the modern work.	themes, patterns of events, and character types.
Writing		
Standards		Learning Targets
8.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● 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. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● 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. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> ● Write narratives, real or imaginary, that use technique, description, and story sequencing. ● Within narrative writing: <ul style="list-style-type: none"> ○ Establish context and a point of view in narrative writing. ○ Organize events in a story that unfolds naturally. ○ Use dialogue, description, pacing, and reflection to develop characters. ○ Use transition words to show sequence, changes in time frame and setting, and relationship among events. ○ Use precise words, descriptive details, and sensory language to show experiences and events. ○ Provide a logical conclusion.

Second Nine Weeks

Understanding the Standards

The second nine weeks marking period introduces a grouping of standards -- some of which will repeat throughout the year -- that begin a focus on reading informational texts, with the expected tasks of citing evidence, analyzing development of ideas, and examining connections between texts. Teachers should take this time to continue to foster a positive reading and writing life for students.

The writing task of the second nine weeks is the creation of informative and explanatory texts that focus on organizing ideas, acquiring appropriate sources, creating a coherent and cohesive document, and using appropriate and formal language. Additionally, student-led research should be incorporated into informative student work beginning with this marking period.

Many of these standards do not end with this nine week marking period; in fact, many of these skills will transfer through the remainder of the year as the complexity of the tasks and texts progresses. These standards will complement the year-long standards that are already established.

Additionally, although there is a shift in focus towards informational and explanatory texts in this nine weeks, students should continue to develop the essential standards in literary texts as well.

The learning targets provided in this map are standards-based suggestions. Although designed to function as student-centered learning objectives, they can be modified and adapted to satisfy numerous classroom environments, resources, learner needs and demographics.

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Reading		
	Standards	Learning Targets
<p><i>NOTE: Although there are no standards for literary texts listed in this section, it is expected that they are still being taught from the list of essential standards. The standards below are representative of a new focus for the marking period -- not total instruction. Work with your teams to ensure complete coverage.</i></p>		
8.5	Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none"> ● Determine the central idea of an informational text.
8.6	Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events.	<ul style="list-style-type: none"> ● Examine how people, places, ideas, and events are connected and distinguished in informational text.
8.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in literary texts. ● Differentiate the meanings or feelings of words (connotations) with similar definitions (denotations). ● Analyze the impact of specific word choices on meaning and tone using analogies or allusions.
8.10	Determine the meaning of words and phrases as they are used in an informational 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.	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in informational texts. ● Differentiate the meanings or feelings of words (connotations) with similar definitions (denotations). ● Analyze the impact of specific word choices on meaning and tone using

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		analogies or allusions.
Writing		
Standards		Learning Targets
8.21	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aid comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> ● Write informative and explanatory texts to examine a topic that shows relationships between ideas, concepts, and information. ● Within informative writing: <ul style="list-style-type: none"> ○ Introduce a topic clearly. ○ Organize the content appropriately, using categories, formatting, graphics, and multimedia as appropriate. ○ Develop the topic clearly using supporting details and evidence. ○ Use varied transitions to show clear relationships among ideas. ○ Use precise and varied language in a formal style. ○ Provide a conclusion that reflects upon the whole.
8.26	<p>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.</p>	<ul style="list-style-type: none"> ● Conduct short research projects to answer both provided and self-generated questions. ● With research: <ul style="list-style-type: none"> ○ Find and use sources to assist in answering research questions. ○ Generate new questions after researching. ○ Gather appropriate sources for research tasks -- both print and digital. ○ Use search terms effectively. ○ Determine whether sources are credible. ○ Determine whether sources are accurate.

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		<ul style="list-style-type: none"> ○ Quote or paraphrase sources while avoiding plagiarism (MLA).
<p>8.27</p>	<p>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 (e.g., MLA or APA).</p>	<ul style="list-style-type: none"> ● From print and digital sources: <ul style="list-style-type: none"> ○ Use search terms and databases correctly and effectively. ○ Evaluate the accuracy of a source. ○ Evaluate the credibility of a source. ○ Produce quotes from print and digital sources. ○ Using standard citation format, such as MLA, produce writing free of plagiarism.

Third Nine Weeks

<p>Understanding the Standards</p>
<p><i>The third nine weeks marking period continues the work introduced in the second nine weeks as it relates to reading and analyzing informational texts, with a shift in focus from purely factual texts to ones that feature opinion and a strong authorial point of view. This shift in focus for reading is intended to prepare students for the third nine week’s writing task: argumentative writing. Teachers should take this time to continue to foster a positive reading and writing life for students.</i></p> <p><i>For argumentative writing, students are expected to present clear claims as well as opposing claims, and they will be expected to support those claims with reasons and evidence that utilize accurate and credible sources, in addition to the use of appropriate language.</i></p> <p><i>At the same time, students will cite textual evidence and analyze texts from the second nine weeks, while also discerning differences between a text that is factual and a text that is opinionated. The research skills that were established in the second nine weeks will continue, as students are expected to choose sources that are appropriate to their writing. This includes analysis of opinion versus fact and, as a result, it is appropriate for students to also begin examining bias in diverse media formats including text, video, and audio.</i></p> <p><i>Finally, this marking period is intended to serve as an introduction to active and passive voice and mood for verbs, which should be repeatedly demonstrated within student work for the remainder of the year in order to show mastery.</i></p> <p><i>The learning targets provided in this map are standards-based suggestions. Although designed to function as student-centered learning objectives, they can be modified and adapted to satisfy numerous classroom environments, resources, learner needs and demographics.</i></p>

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Reading		
Standards		Learning Targets
<p><i>NOTE: Although there are no standards for literary texts listed in this section, it is expected that they are still being taught from the list of essential standards. The standards below are representative of a new focus for the marking period -- not total instruction. Work with your teams to ensure complete coverage.</i></p>		
8.11	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept	<ul style="list-style-type: none"> Analyze the impact of specific word choices on meaning and tone using analogies or allusions.
8.12	Determine an author’s point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> Determine an author’s purpose for writing an informational text. Analyze how an author responds to conflicting and opposing information from other sources.
8.15	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	<ul style="list-style-type: none"> Become familiar with different mediums such as print, digital (visual and audible). Present specific topic or ideas in different mediums.
8.16	Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<ul style="list-style-type: none"> Study arguments made in informational texts to determine if: <ul style="list-style-type: none"> The reasoning is sound. The evidence is relevant. The evidence is sufficient. Analyze between informational text with opposing viewpoints to highlight differences of facts and opinions.
8.17	Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none"> Compare and contrast two or more informational texts on the same topic that have different information in them. Identify and analyze where and how the texts disagree.
Writing		
Standards		Learning Targets

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NOTE: *Informative and explanatory writing has been added to this nine weeks in addition to argumentative writing. If you have already met your informative and explanatory goals and targets, move on toward argumentative!*

<p>8.21</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aid comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> ● Write informative and explanatory texts to examine a topic that shows relationships between ideas, concepts, and information. ● Within informative writing: <ul style="list-style-type: none"> ○ Introduce a topic clearly. ○ Organize the content appropriately, using categories, formatting, graphics, and multimedia as appropriate. ○ Develop the topic clearly using supporting details and evidence. ○ Use varied transitions to show clear relationships among ideas. ○ Use precise and varied language in a formal style. ○ Provide a conclusion that reflects upon the whole.
<p>8.20</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows 	<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● With argumentative writing: <ul style="list-style-type: none"> ○ Create and introduce original claims. ○ Distinguish created claims from opposing ones. ○ Support claims with reasons and evidence. ○ Ensure that reasons are relevant and evidence is valid. ○ Use academic vocabulary and transitions to connect claims to counterclaims, reasons and evidence. ○ Maintain a formal and appropriate style. ○ Provide a conclusion that follows from the argument.

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	from and supports the argument presented.	
Speaking & Listening		
Standards		Learning Targets
8.31	Analyze the purpose of information presented in digital, print, and non-print media and evaluate the motives behind its presentation.	<ul style="list-style-type: none"> Analyze the purpose behind information presented in a variety of media formats.
8.32	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	<ul style="list-style-type: none"> Delineate a speaker’s argument and claims. Evaluate a speaker’s reasoning and relevance. Identify irrelevant evidence.
Language		
Standards		Learning Targets
8.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> Use verbs in the active and passive voice. Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects. Recognize and correct inappropriate shifts in verb voice and mood. 	<ul style="list-style-type: none"> Use verbs in the passive voice and active voice. Use verbs in the conditional, indicative, imperative, and interrogative moods. Correct inappropriate uses of verb moods.

Fourth Nine Weeks

Understanding the Standards

The fourth nine weeks marking period represents the time in the year in which students should be approaching mastery of the overall 8th grade standards. As a result of this approach to mastery of the standards, students should be able to conduct independent research projects in language class. The students will cap the year off with a substantive project they will present to their peers. In addition, students should develop and practice the skills needed to be successful audience members, which includes active listening, note-taking, and analyzing information and opinion. Teachers should take this time to continue to foster a positive reading and writing life for students.

The skills surrounding good presentations should be the focus during this marking period including: vocal volume, eye contact, diction, and etc. In these research-based presentations, students will present claims and findings in a professional manner, using diverse visual displays as support.

Students will continue to work with the uses of verbs that they learned from the third nine weeks, and this work should be a part of their presentation preparation as they approach mastery of their new language skills.

Reading instruction the fourth nine weeks has been building throughout the year. At this point, instruction should move from teacher-led to student- led practices. (Recommended practices include student choice of reading material, student-led collaborative discussions, literature circles, etc.) The teacher’s role is to facilitate, encourage, and coach.

The learning targets provided in this map are standards-based suggestions. Although designed to function as student-centered learning objectives, they can be modified and adapted to satisfy numerous classroom environments, resources, and learner needs and demographics.

Writing, Speaking, and Listening		
	Standards	Learning Targets
<p>NOTE: Although there are no standards for literary texts listed in this section, it is expected that they are still being taught from the list of essential standards. The standards below are representative of a new focus for the marking period -- not total instruction. Work with your teams to ensure complete coverage.</p> <p>Argumentative writing is copied here from the third nine weeks. If you have already met your goals and targets for this genre of writing, feel free to move on!</p>		
8.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a formal style. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence. ● With argumentative writing: <ul style="list-style-type: none"> ○ Create and introduce original claims. ○ Distinguish created claims from opposing ones. ○ Support claims with reasons and evidence. ○ Ensure that reasons are relevant and evidence is valid. ○ Use academic vocabulary and transitions to connect claims to counterclaims, reasons and evidence. ○ Maintain a formal and appropriate style. ○ Provide a conclusion that follows from the argument.
8.33	<p>Present claims and findings, emphasizing significant points in a</p>	<ul style="list-style-type: none"> ● Present claims and findings in a focused and relevant manner. ● With presentations:

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	focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none">○ Emphasize significant points.○ Use relevant evidence.○ Use valid reasoning.○ Use appropriate eye contact, volume, and pronunciation.
8.34	Integrate digital media and visuals into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none">● Take advantage of media and visuals to strengthen claims, clarify, and peak interest in presentations.