



EXPEDITIONARY
LEARNING

Grade 8 Curriculum Map



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	Module 1	Module 4	Module 2A	Module 3B		
Focus	Reading Closely and Writing to Learn	Research, Decision-Making, and Forming Positions	Working with Evidence	Understanding Perspectives		
Module Title	Finding Home: Refugees	Sustainability of World's Food Supply	Taking a Stand	The Civil Rights Movement and the Little Rock Nine		
Description	<p>Students consider the challenges of fictional and real refugees. They read the novel <i>Inside Out & Back Again</i>, analyzing critical incidents that reveal the dynamic nature of Ha, a 10-year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding home. Students consider how Ha's experience represents the universal refugee experience of being turned "inside out" and then coming "back again." Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel's poems as mentor texts,</p>	<p>Students learn how to make evidence-based decisions as they consider the issue of how to best feed all the people in the United States. They analyze Michael Pollan's arguments and evidence (as well as the arguments in other informational texts and videos) to determine whether sufficient and relevant evidence has been used to support the claim. They first read <i>The Omnivore's Dilemma</i> to build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food. Then, students engage in a robust research project in which they investigate the consequences of each of the food chains and the stakeholders affected, and</p>	<p>Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand and then immerse themselves in a study of <i>To Kill a Mockingbird</i>, by Harper Lee. They engage in a character study of Atticus—analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the theme of "The Golden Rule" is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary to explain how and why their</p>	<p>Students study the U.S. civil rights movement, focusing particularly on the Little Rock Nine. They consider the question "How can stories be powerful?" as they learn about segregation, the civil rights movement, the Little Rock Nine and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls Lanier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas, they consider the different ways in which the story of the Little Rock Nine has been told. Students build background about the history of segregation and Jim Crow laws in the United States. They analyze the role of various mediums in depicting the Little Rock Nine. Students finish the</p>		



	Module 1	Module 4	Module 2A	Module 3B		
	students write free verse narrative poems that capture the universal refugee experience.	process to take a position. For a culminating project, students write a position paper addressing the question: Which of Pollan's four food chains would you choose to feed the United States? Why?	script remains true to but also veers from the original text.	module by considering what choices an author makes when telling a story. For their final performance task, students present and reflect upon a short narrative based on an informational text and a photograph from <i>Little Rock Girl 1957</i> .		



	Module 1	Module 4	Module 2A	Module 3B		
<p>Texts (central text(s) in bold)¹</p>	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i>, Thanhha Lai (RL, NL) • "Panic Rises in Saigon, but the Exits are Few," Fox Butterfield (RI, 1200L) • "Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia's War-Torn Capital, Bringing More Hardship, Death," Current Events (RI, 1130L) • "The Vietnam Wars," Tod Olson (RI, 1120L) • "Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia," Current Events (RI, 1090L) • "People without a Land," Scholastic Update (RI, 1080L) • "Refugee Children in Canada: Searching for Identity," Anne Marie Fantino and Alice Colak (RI, 1050L) (excerpt) • "Meet the Kurds," Vera Saeedpour (RI, 1030L) • "Refugees: Who, Where, and Why," Catherine Gevert (RI, 1020L) 	<ul style="list-style-type: none"> • "Antibiotic Debate Overview," PBS (RI, NL) • "The Economic Impact of the Indiana Livestock Industries," Carlos Mayan and Kevin T. McNamara (RI, 1390L) • "Genetically Engineered Crops-What, How and Why," Pamela Ronald (RI, 1380L) • "Understanding Concentrated Animal Feeding Operations and Their Impact on Communities," Carrie Hribar and Mark Schulz (RI, 1360L) • "Interview with an Organic Farmer," Expeditionary Learning (RI, 1330L) • "Nitrogen fertilizer is bad stuff-and not just because it could blow up your town," Tom Laskaway (RI, 1300L) • "Food Deserts," Betsy Dru Tecco (RI, 1250L) • "The Cultivation of Agricultural Subsidies," PBS (RI, 1080L) 	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i>, Harper Lee (RL, 870L) • "Those Winter Sundays," Robert Hayden (RL poem, NL) • "Incident," Countee Cullen (RL poem, NL) • "Solitude," Ella Wheeler Wilcox (RL poem, NA) • "Equal Rights for Women," Shirley Chisholm (RI, 1240L) • Excerpts from "Great Society," Lyndon Johnson (RI, 1090L) • "Ain't I a Woman?" Sojourner Truth (RI, 790L) • <i>To Kill a Mockingbird</i>, Dir. Robert Mulligan. Perf. Gregory Peck. 1962. Film. 	<ul style="list-style-type: none"> • <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>, Carlotta Walls LaNier and Lisa Frazier Page (RI, NL) • <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>, Shelley Tougas (RI, NL) • "The Editorial Position of the <i>Arkansas Gazette</i> in the Little Rock School Crisis," University of Arkansas Libraries, as (RI, NL) • "Jim Crow Laws," National Park Service, as found at http://www.nps.gov/malu/forteachers/jim_crow_laws.htm. (RI, 1710L) • 14th Amendment to the U.S. Constitution. (RI, 1650L) • <i>Plessy v. Ferguson</i>, Supreme Court case (RI, 1350L) 		

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



	Module 1	Module 4	Module 2A	Module 3B			
	<ul style="list-style-type: none"> • Til Gurung, speech at Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010 (RI, 1000L) • "Town Mouse and Country Mouse," Rachel Lehr (RI, 980L) • "Welcome to Sarajevo," Skipping Stones (RI, 930L) • "A Place of Her Own," Andrea Faiad (RI, 910L) • "Children of War," Arthur Brice (RI, 855L) • "I Escaped the Taliban," Kristin Baird (RI, 830L) • "Bosnia: The Children of War," Colin Woodard (RI, 820L) • Transcript: "Forgotten Ship: A Daring Rescue as Saigon Fell," Joseph Shapiro and Sandra Bartlett, NPR (RI, 750L) • "Refugee Writing on the Journey," Karim Haidari (RI, 610L) 	<ul style="list-style-type: none"> • "Lunch or Junk," Scholastic (RI, 1030L) • The Omnivore's Dilemma, Young Readers' Edition, Michael Pollan (RI, 930L) • "Birke Baehr: What's wrong with our food system?" (Video) http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.html • "Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, & Ethical Animal Treatment Vital Farms," Vital Farms (video) 		<p>Dr. Martin Luther King, Jr., "Address to the first Montgomery Improvement Association (MIA) Mass Meeting" (Montgomery bus boycott speech), Dec. 5, 1955 (RI, 1250L)</p> <p>Alexandra Lutz, "Life in the South after the Civil War" (video), Education Portal, as found at http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson.</p> <p>Christian Bryant, "Video Overview: <i>Plessy v. Ferguson</i>" (video), About.com, as found at http://video.about.com/afr/oamhistory/Overview--Plessy-v--Ferguson.htm.</p> <p>NBC News, "John Chancellor reports on the integration at Central High School," as found at http://www.nbclearn.com/portal/site/learn/finishing-the-dream/1957-showdown</p> <p><i>Brown v. Board of Education</i> PBS documentary video clip. http://www.youtube.com/watch?v=TTGHLdr-iaK.</p>			



	Module 1	Module 4	Module 2A	Module 3B		
				<ul style="list-style-type: none"> • Otis Redding, “A Change Is Gonna Come” (song recording) • “Ain’t Nobody Gonna Turn Me Round” (song recording) • “This Little Light of Mine” (song recording) 		
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L					
Performance Task	Free Verse Narrative Poems “Inside Out” and “Back Again” (RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6) scaffolded narrative poetry	Visual Presentation of Position Paper (RI.8.1, W.8.1, W.8.9 and W.8.9b) research paper	Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RI.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b) scaffolded narrative	Narrative Writing: “Snapshot in a Journey” Presentation and Reflection (W.8.3, W.8.6, 8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2a and L.8.3) scaffolded narrative		

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Unit-Level Assessments (ELA CCSS)

	Module 1	Module 4	Module 2A	Module 3B		
Mid-Unit 1	Getting to Know a Character: What Details in the Text Help Us Understand Ha? (RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a) selected response and extended response	Analyzing Author's Purpose in Speech and Text (L.8.4b-d, RI.8.6, SL.8.2 and SL.8.2a) graphic organizer	Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society" (RI.8.2, RI.8.5, and RI.8.6) Selected response and short constructed response	Fishbowl Speaking Notes: Understanding "Separate but Equal" (The Court's Decision and The Dissenting Opinion) (RI.8.1 and RI.8.9). graphic organizer with short constructed response		
End of Unit 1	Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Texts (RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9) extended response	Evaluating Claims and Advocating Persuasively (RI.8.8, RI.8.9a, W.8.9b, SL.8.2, SL.8.2a and SL.8.3) graphic organizer and discussion	Analyzing Author's Craft in <i>To Kill a Mockingbird</i> and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and use of Figurative Language (RL.8.4, RL.8.5, RL.8.9, and L.8.5a) graphic organizer, selected response and short constructed response	Fishbowl Discussion: Understanding Conflicting Claims on "Separate but Equal" (RI.8.9 and SL.8.1) discussion (using graphic organizer as speaking notes)		
Mid-Unit 2	Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9) graphic organizer, selected response, and short constructed response	Research Simulation (W.8.7 and W.8.8) Selected response and short constructed response	Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> (RL.8.2, RL.8.6, and RL.8.7) graphic organizer, selected response, and short constructed response	Evaluating and Classifying Primary Sources (RI.8.7) graphic organizer		



	Module 1	Module 4	Module 2A	Module 3B		
End of Unit 2	Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character (RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2, W.8.4, W.8.5, and W.8.9) scaffolded essay	Position Speech: Which of Michael Pollan's four food chains would best feed the United States? (SL.8.4, SL.8.5, and SL.8.6) oral presentation	Argument Essay: Taking a Stand (RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b) scaffolded essay	Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2, W.8.9, L.8.2c, and L.8.3) scaffolded essay		
Mid-Unit 3	Best First Draft of "Inside Out" Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States? (W.8.1, W.8.1a, W.8.1b, and W.8.1e) scaffolded essay	Mid-Unit 3 Assessment: Readers Theater Scene Selection: Justification (RL.8.1, and W.8.9a) extended response	Single-Draft Narrative Writing (W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3) on-demand narrative.		
End of Unit 3	Best First Draft of "Back-Again" Poem (RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b) on-demand narrative poem	Final Position Paper: Which of Michael Pollan's four food chains would you choose to feed the United States? (RI.8.1, W.8.1c, W.8.1d and W.8.9) scaffolded essay and written reflection	Readers Theater Commentary (RL.8.2, RL.8.3, and W.8.11) extended response	Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5)		



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.



Reading Standards for Literature

	Module 1	Module 4	Module 2A	Module 3B		
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.		✓	✓			
A. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. ⁵	✓					
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.		✓	✓			

⁵ This is a standard specific to New York State.



	Module 1	Module 4	Module 2A	Module 3B		
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.	Integrated throughout.					
RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁶	Integrated throughout.					
A. Self-select text to develop personal preferences. ⁷				✓		
B. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.				✓		

⁶ This is a standard specific to New York State. RL.8.11 is also specifically assessed in Modules 1 and 3a.

⁷ In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

	Module 1	Module 4	Module 2A	Module 3B		
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 media (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.				✓		
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.		✓				
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.	Integrated throughout.					



Writing Standards

	Module 1	Module 4	Module 2A	Module 3B		
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓			
A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓	✓			
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓	✓			
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓	✓			
D. Establish and maintain a formal style.		✓	✓			
E. Provide a concluding statement or section that follows from and supports the argument presented.		✓	✓			
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.	✓			✓		
A. 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.	✓			✓		
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			✓		
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				✓		
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			✓		



	Module 1	Module 4	Module 2A	Module 3B		
E. Establish and maintain a formal style.	✓			✓		
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			✓		
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			✓	✓		
A. 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.	✓		✓	✓		
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓		✓	✓		
C. 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.			✓	✓		
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓		✓	✓		
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.			✓	✓		
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.)	✓		✓			
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁸	✓					
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.	Integrated throughout.					

⁸ This is a standard specific to New York State.



	Module 1	Module 4	Module 2A	Module 3B		
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.	Integrated throughout.					
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.	✓	✓	✓	✓		
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”).	✓		✓			
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”).	✓	✓		✓		
W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	Integrated throughout.					
W.8.11. Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. ⁹			✓			
A. Make well-supported personal, cultural, textual, and thematic connections across genres.				✓		

⁹ This is a standard specific to New York State.



	Module 1	Module 4	Module 2A	Module 3B		
B. Create poetry, stories, plays, and other literary forms (e.g. videos, artwork).	✓		✓			



Speaking and Listening Standards

	Module 1	Module 4	Module 2A	Module 3B		
SL.8.1. 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.				✓		
A. 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.				✓		
B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				✓		
C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				✓		
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				✓		
E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. ¹⁰				✓		
SL.8.2. 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.		✓				
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ¹¹		✓				
SL.8.3. 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.		✓				

¹⁰ This is a standard specific to New York State.

¹¹ This is a standard specific to New York State.



	Module 1	Module 4	Module 2A	Module 3B		
SL.8.4. 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.		✓				
SL.8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		✓				
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		✓				



Language Standards

	Module 1	Module 4	Module 2A	Module 3B		
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				✓		
A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.				✓		
B. Form and use verbs in the active and passive voice.				✓		
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.				✓		
D. Recognize and correct inappropriate shifts in verb voice and mood.				✓		
L.8.2. 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. Spell correctly.				✓		
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.				✓		
A. 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).				✓		



	Module 1	Module 4	Module 2A	Module 3B		
L.8.4. 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.		✓				
A. 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.	✓					
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).		✓				
C. 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.		✓				
D. 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).		✓				
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
A. Interpret figures of speech (e.g., verbal irony, puns) in context.						
B. Use the relationship between particular words to better understand each of the words.			✓	✓		
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).				✓		
L.8.6. 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.	✓					