





SUBJECT: ELA

GRADE: 8



National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language		What this Standard means:	Lessons or Days Per Standard	Examples of Formative Assessments	Vocabulary
				174		
	Students will					
Standards Taught Daily, Throughout the Year						
	R.NT.08.01	Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.	Use stories to accept all people	Taught Daily Year-long	Propoganda poster displaying differing perspectives	Tolerance Multicultural race propaganda Simile metaphor idioms personify
	R.NT.08.02	Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.	Understand the characteristics of different types of literature	Taught Daily Year-long	Written or Oral response	Context Clues Compare/contrast Multicultural race propaganda
	W.GN.08.01	Write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).	Write a story with a plot	Taught Daily Year-long	Write short stories that qualify within a specific genre studied throughout the year	historical fiction science fiction realistic fiction assess peer assess





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			174		
	Students will				
Quarter 1			Lessons this Quarter		
Realistic Fiction			41		
	R.WS.08.02	Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.	Use multiple strategies to improve vocabulary	10	Illustrate figurative language/create booklets
	R.WS.08.07	In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.	Use multiple strategies to improve reading	20	Multiple Choice test-demonstrating brand new words being used in context
	R.CS.08.01	Evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	Be able to assess one's own writing as well as the writing of others	5	rubric, checklist, peer checklist





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	W.PR.08.03	Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.	Write a story or essay following specific guidelines	6	Outline, rough draft	
Quarter 2						
				Lessons this Quarter		
41						
	R.NT.08.04	Analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling action, and minor characters.	Identify and analyze an author's use of different literary elements	16	Use literary devices in writing	
	W.PR.08.02	Apply a variety of pre-writing strategies for both narrative (e.g. graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g. compare/contrast, cause/effect, or sequential text patterns).	Create a plan before beginning a piece of writing	16	Graphic organizers, outlines	





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	W.PR.08.04	Revise drafts for coherence and consistency in word choice, structure, and style and read their own work from another readers's perspective.	Rewrite drafts to ensure improvement is made and all necessary elements are present	9	Rubric, checklist, rough draft	
Quarter 3				Lessons this Quarter		
				41		
	W.GN.08.02	Write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.	Write as yourself in other peoples' shoes in history	15	Adapt to and study an era in history and use research to recreate a piece of writing from that era.	
	W.GN.08.03	Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counterarguments that culminate in a presented final project using the writing process.	Write and answer quality research questions	6	Research paper using all steps in the writing process	
	S.CN.08.01	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting	Give a clear speech	15	Small or large group discussions that contain all components of public speaking.	





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	S.CN.08.02	Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.	Give meaningful presentations through body language and speech	5	Narrative or informational presentation	
Quarter 4						
				Lessons this Quarter		
51						
	R.IT.08.01	Analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.	Study informational writing	13	Create a newspaper	
	W.GR.08.01	Correctly use style conventions in the context of writing (e.g. MLA Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.	Write effective sentences and paragraphs	18	Grammar worksheets, written responses	

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	Students will					
	S.DS.08.04	Plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.	Give an informational speech or presentation	20	Graphic organizer; informational presentation	