

Monroe County Schools  
Grade 8 ELA  
2015 - 2016

Month Introduced	CCRS (2010 COS)	Resources	Vocabulary	I Can	Date Tested
<b>Reading Standards for Literature</b>					
1, 2, 3, 4 August (ongoing)	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.8.1]		Cite Analyze Inferences	Define cite Find evidence for strong support Make inferences	2 <sup>nd</sup> 4 <sup>th</sup>
1, 2, 3, 4 August September (ongoing)	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.8.2]		Theme Elements of Plot Objective/Unbiased Genre	Determine theme Analyze theme development Explain how the theme relates to the characters, setting, and plot Write an unbiased summary	2 <sup>nd</sup> 4 <sup>th</sup>
1, 2, 3, 4 August (ongoing)	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.8.3]		Dialogue Provoke	Explain how dialogue and incidents moves the action, develops a character, and provokes decisions	2 <sup>nd</sup> 4 <sup>th</sup>

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1, 2, 3, 4 August (ongoing)	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.8.4]		Tone Connotative	Define figurative language Personification Simile Metaphor Hyperbole Onomatopoeia Allusions Analogies Others: Define connotative meaning Explain the impact of figurative language on a literary piece Determine the meaning of a word	2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup>
1, 2, 4 Aug/Sept Oct/Nov/Dec April/May	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.8.5]		Compare Contrast Analyze	Explain how structure affects meaning of two or more texts	2 <sup>nd</sup> 4 <sup>th</sup>
2, 4 Oct/Nov Dec/Jan Feb	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. [RL.8.6]		Irony Point of View Suspense Humor	Define point of view Explain the similarities and differences of characters' points of views and how they create suspense or humor.	2 <sup>nd</sup> 4 <sup>th</sup>

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4 <sup>th</sup> April/May	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.8.7]		Evaluate Compare/ Contrast Script Drama	Explain the similarities and differences between a written work and an audio/visual presentation of the same work. Evaluate the choices made by the director and actors	4 <sup>th</sup>
2 <sup>nd</sup> Oct/Nov	8.8 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. [RL.8.9]		Theme Myth Parable Character Types Genre (Fiction Types) Biblical/Religious Allusions	Explain how a modern piece is affected by or draws from myths, traditional stories, or religious works	2 <sup>nd</sup>
1, 2, 3, 4 August (ongoing)	8.9 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. [RL.8.10]			Comprehend many genres of literature at my grade level	3 <sup>rd</sup> 4 <sup>th</sup>
<b>Reading Standards for Informational Text</b>					
1, 2, 3, 4 August (ongoing)	8.10 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.8.1]		Textual Evidence Inference Explicit	Define cite Find evidence for strong support Make inferences	1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup>

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1, 2, 3 Aug/Sept Oct/Nov Dec/Jan Feb/Mar	8.11 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.8.2]		Central Idea Summary	Determine the central idea Explain how a central idea develops throughout the text Write an unbiased summary	1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup>
1, 2 Aug/Sept Oct/Nov/Dec	8.12 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]		Analogies Comparison Distinctions Connections	Explain how people, ideas, and situations are connected in a text	2 <sup>nd</sup> 4 <sup>th</sup>
1, 2, 3, 4 August (ongoing)	8.13 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.8.4]		Tone/Mood Analogy Allusions Technical Meaning Figurative Language Connotative/ Denotative Meaning	Determine the meaning of words and phrases Define figurative language Define connotative meaning Define technical meanings Explain how specific words impact meaning and tone Explain the impact of analogies and allusions	2 <sup>nd</sup> 4 <sup>th</sup>
2, 3 Nov/Dec Jan/Feb	8.14 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.8.5]		Author's Purpose Chronological Ordering Structure	Explain in detail how an author uses the structure to develop concepts	2 <sup>nd</sup> 3 <sup>rd</sup>
1, 2 Aug/Sept Oct/Nov/Dec	8.15 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.8.6]		Point of View Purpose Conflicting Evidence	Define point of view Determine the author's point of view in a text Explain how an author responds to others' points of view	1 <sup>st</sup> 2 <sup>nd</sup>

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4 April/May	8.16 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]		Mediums	Explain the advantages and disadvantages of using different mediums.	4th
2, 3 Nov/Dec Jan/Feb	8.17 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.8.8]		Delineate Relevant / Irrelevant Sufficient Claims Sound Reasoning	Define delineate Determine if the support is relevant Determine if the support is sufficient Recognize irrelevant evidence	3rd 4th
2, 3 Jan/Feb Mar	8.18 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. [RI.8.9]		Similarities Differences Compare/Contrast Fact/Opinion/Interpretation	Explain the similarities and differences between two written works on the same topic	3rd 4th
1, 2, 3, 4 August (ongoing)	8.19 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. [RI.8.10]			Comprehend nonfiction writing at my grade level	3rd 4th
<b>Writing Standards</b>					
1, 2, 3 August- March	8.20 Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]		Arguments Claims Evidence Distinguish Opposing Logically Credible Cohesion Formal/Informal Style Concluding Statement	Write an argumentative paper Define claims Define argument	3rd 4th

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<b>1, 2, 3 August - March</b>	8.20a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]			Create a strong claim Organize evidence to support a claim	
<b>1, 2, 3 August - March</b>	8.20b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]			Include relevant evidence for and against an argument Use credible sources Use transitions to clarify relationships	
<b>1, 2, 3 August - March</b>	8.20c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]			Define cohesion	
<b>1, 2, 3 August - March</b>	8.20d Establish and maintain a formal style. [W.8.1d]			Use a formal style	
<b>1, 2, 3 August - March</b>	8.20e Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]			Make a concluding statement	

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1, 2, 3, 4, August (ongoing)	8.21 Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]		Explanatory Convey Concepts Informative Graphics Aiding Formatting Concrete/Abstract Details Transition Ideas/Concepts Precise Language Domain-specific Voc. Formal/Informal Style Concluding Statement Thesis	Write an informative/explanatory paper	3rd 4th
1, 2, 3, 4, August (ongoing)	8.21a 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. [W.8.2a]			Introduce a topic previewing the content Use multiple strategies to organize information Use charts, pictures, headings, etc. to organize	
1, 2, 3, 4, August (ongoing)	8.21b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]			Support the topic with facts, details, quotes and examples	
1, 2, 3, 4, August (ongoing)	8.21c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]			Use transitions	

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1, 2, 3, 4, August (ongoing)	8.21d Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]			Use descriptive vocabulary	
1, 2, 3, 4, August (ongoing)	8.21e Establish and maintain a formal style. [W.8.2e]			Use a formal style	
1, 2, 3, 4, August (ongoing)	8.21f Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]			Make a concluding statement	
1, 2, 3, 4, August (ongoing)	<b>8.22</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]		Narrative Event Sequence Point of View Narrator Dialogue Pacing Plot Development Transition Words Setting Sensory Language Description Conclusion	Write a narrative paper	1 <sup>st</sup> 2 <sup>nd</sup>
1, 2, 3, 4, August (ongoing)	8.22a Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]			Develop a narrator and/or characters Develop point of view	



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1, 2, 3, 4, August (ongoing)	8.22b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]			Develop a plot Use dialogue	
1, 2, 3, 4 August (ongoing)	8.22c 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. [W.8.3c]			Use transitions to show relationships	
1, 2, 3, 4 August (ongoing)	8.22d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]			Use descriptive vocabulary and sensory language	
1, 2, 3, 4 August (ongoing)	8.22e Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]			Provide a conclusion	
1, 2, 3, 4 August (ongoing)	8.23 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 20-22 above.) [W.8.4]		Author's Purpose Audience Style Coherent Writing	Develop grade-level appropriate writing	2 <sup>nd</sup> 4 <sup>th</sup>

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1, 2, 3, 4 August (ongoing)	<b>8.24</b> 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]		Revision Editing Rewriting/ Redrafting	Use revision strategies Use editing strategies Revise for a specific purpose and audience Use feedback from teachers and/or peers	2 <sup>nd</sup> 4 <sup>th</sup>
3, 4 January - May	<b>8.25</b> 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. [W.8.6]		Publish Interact Collaborate	Use technology to publish writing Show relationships between information and ideas Use technology to collaborate	3 <sup>rd</sup> 4 <sup>th</sup>
4 March - May	<b>8.26</b> 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.8.7]		Sources/ Citations Works Cited/Bibliography	Do a research project Use several sources to answer a question Generate focused questions for research	4 <sup>th</sup>
4 March - May	<b>8.27</b> 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.8.8]		Plagiarism Citation Paraphrase Credible Works Cited/ Bibliography	Find information from print sources Find information from digital sources Use search terms Define credible Decide if a source is credible Define plagiarism Paraphrase information Include quotes Cite sources Produce a bibliography	4 <sup>th</sup>

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4 March - May	8.28 Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]		Reflection Analysis	Use pieces from literary texts to support my writing Use pieces from informational texts to support my writing	4 <sup>th</sup>
1, 2, 3, 4 August (ongoing)	8.28a Apply <i>Grade 8 Reading standards</i> 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"). [W.8.9a]				
1, 2, 3, 4 August (ongoing)	8.28b Apply <i>Grade 8 Reading standards</i> 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.8.9b]				
1, 2, 3, 4 August (ongoing)	8.29 Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]			Write for many reasons	2 <sup>nd</sup> 4 <sup>th</sup>

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<b>Speaking and Listening Standards</b>					
1, 2, 3, 4 August (ongoing)	8.30 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. [SL.8.1]		Diverse Collaborative Explicitly (Directly Expressed) Implicitly (Implied) Perspective	Participate in one-on-one discussions Participate in group discussions Participate in teacher-led discussions	2 <sup>nd</sup> 4 <sup>th</sup>
1, 2, 3, 4 August (ongoing)	8.30a 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. [SL.8.1a]			Prepare for a discussion	
1, 2, 3, 4 August (ongoing)	8.30b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]			Follow rules for discussions	
1, 2, 3, 4 August (ongoing)	8.30c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]			Ask questions that connect the ideas of my group members Respond to questions posed by my group members	
1, 2, 3, 4 August (ongoing)	8.30d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]			Summarize the group's discussion Understand others' perspectives	

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4 April May	8.31 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. [SL.8.2]		Motives Quantitative	Explain the use and purpose of multiple forms of media Evaluate why information was presented in a specific format	4 <sup>th</sup>
1, 2, 3 August - March	8.32 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. [SL.8.3]		Delineate Sound Reasoning	Define delineate Evaluate the soundness, relevance, and sufficiency of evidence	2 <sup>nd</sup> 3 <sup>rd</sup>
1, 2, 3, 4 August (ongoing)	8.33 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.8.4]		Salient points	Present claims logically Define salient points Use relevant descriptions, facts, and details with reasoning Use appropriate eye contact, volume and pronunciation	4 <sup>th</sup>
3, 4 January - May	8.34 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]		Integrate Clarify	Use multimedia components in a presentation to strengthen claims	3 <sup>rd</sup> 4 <sup>th</sup>
1, 2, 3 August - March	8.35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]		Adapt	Use formal language in a classroom setting	2 <sup>nd</sup> 3 <sup>rd</sup>

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<b>Language Standards</b>					
2, 3 October – March	8.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]	Unit 2	Demonstrate command conventions grammar	Demonstrate proper usage of the eight parts of speech in writing and speaking	3 <sup>rd</sup>
2, 3 October November March	8.36a Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.	Unit 2			
2, 3 October November March	8.36b Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]			Explain the function of verbals	
2, 3 October - March	8.36c Form and use verbs in the active and passive voice. [L.8.1b]			Use verbs in: Active voice Passive voice	

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2, 3 December January	8.36d Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]			Use verbs in: Indicative mood Imperative mood Interrogative mood Conditional mood Subjunctive mood	
2, 3 December January March	8.36e Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d]			Recognize and correct inappropriate shifts in verb voice and mood	
1, 2, 3 August - March	<b>8.37</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]		Omission	Use capitalization and punctuation correctly	<b>2<sup>nd</sup> 3<sup>rd</sup></b>
1, 2, 3 August - March	8.37a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]			Use punctuation to indicate a pause or break	
1, 2, 3 September - March	8.37b Use an ellipsis to indicate an omission. [L.8.2b]			Use an ellipsis to indicate an omission	
1, 2, 3 Aug/Sept (ongoing)	8.37c Spell correctly. [L.8.2c]			Spell correctly	

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2, 3 October – March	8.38 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]		Conditional Subjunctive	Use proper conventions	2 <sup>nd</sup> 3 <sup>rd</sup>
2, 3 December January February	8.38a 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). [L.8.3a]			Use verbs in multiple forms to achieve an effect	
1, 2, 3, 4 August (ongoing)	8.39 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i> , choosing flexibly from a range of strategies. [L.8.4]		Context Inferred Meaning Affixes (Prefix/Suffix) Roots Reference Material (Dictionary, Glossary, Thesaurus)	Use context clues to determine the meaning of a word	3 <sup>rd</sup> 4 <sup>th</sup>
1, 2, 3, 4 August (ongoing)	8.39a 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. [L.8.4a]			Use context clues to determine the meaning of a word	
1, 2, 3, 4 August (ongoing)	8.39b 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> ). [L.8.4b]			Use Greek or Latin roots to determine the meaning of a word	
1, 2, 3, 4 August (ongoing)	8.39c 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. [L.8.4c]			Use print reference materials Use electronic reference materials	



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1, 2, 3, 4 August (ongoing)	8.39d 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.8.4d]			Verify the meaning by checking a dictionary	
1, 2, 3, 4 August (ongoing)	8.40 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]		Nuances Irony Puns Connotation Denotation		2 <sup>nd</sup> 4 <sup>th</sup>
1, 2, 3, 4 Aug/Sept Oct/Nov March	8.40a Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]			Interpret figurative language Similes            Metaphors Personification   Idioms Alliteration        Onomatopoeia Allusions         Others	
1, 2, 3, 4 August (ongoing)	8.40b Use the relationship between particular words to better understand each of the words. [L.8.5b]			Use figurative language Similes            Metaphors Personification   Idioms Alliteration        Onomatopoeia Allusions         Others:	
1, 2, 3, 4 August (ongoing)	8.40c 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.8.5c]			Find relationships between words to better understand them	
1, 2, 3, 4 August (ongoing)	8.41 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. [L.8.6]			Use grade appropriate vocabulary	4 <sup>th</sup>

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**ELA Formative Assessment Schedule  
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<b>1<sup>st</sup> Nine Weeks</b>					<b>2<sup>nd</sup> Nine Weeks</b>					<b>3<sup>rd</sup> Nine Weeks</b>					<b>4<sup>th</sup> Nine Weeks</b>				
RL	RI	W	SL	L	RL	RI	W	SL	L	RL	RI	W	SL	L	RL	RI	W	SL	L
	1	3			1	1	3	1	2	4	1	1	3	1	1	1	1	1	4
	2				2	2	4	3	3	9	2	2	5	2	2	3	2	2	5
	6				3	3	5	6	5		4	6	6	3	3	4	4	4	6
					4	5	10				5			4	4	7	5	5	
					5	6					8				5	8	6		
					6						9				6	9	7		
					8						10				7	10	8		
															9		9		
																	10		