

Unit #1 – The Making of a Good Story

Unit #2 – Analyzing Craft and Structure

Unit #3 – What’s the Big Idea?

Unit #4 – Shaping, Developing, and Supporting Meaning by Understanding Others

Unit #5 – Communicating for a Purpose

Unit #6 – Investigations

Unit #7 – Understanding the World Through Text

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #1 – The Making of a Good Story
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	29 days (25 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p><u>Reading Standards for Literature</u> RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards for Informational Text</u> RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Writing Standards</u> W.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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u> SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language Standards</u> L.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.</p>

Priority and Supporting CCSS

Priority Standards

RL.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.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.

W.3c: 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.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SL.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

L.1d: Recognize and correct inappropriate shifts in verb voice and mood.

L.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

Supporting Standards

W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.3a: 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.

W.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.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.

SL.1: Engage effectively in a range of collaborative discussion (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.

SL.1a: 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.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.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.
 L.4a: 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
<p>RL.3 dialogue incidents action character decision</p> <p>RL.6 point of view character audience reader</p> <p>effects (such as):</p> <ul style="list-style-type: none"> • dramatic irony • suspense • humor <p>W.3c Transitions</p> <ul style="list-style-type: none"> • words 	<p>RL.3 analyze (how dialogue or incidents propel action)</p> <p>analyze (how dialogue or incidents reveal character)</p> <p>analyze (how dialogue or incidents provoke a decision)</p> <p>RL.6 analyze (how differences in the point of view of characters and audience or reader create effects)</p> <p>W.3c use (transition words, phrases, and clauses)</p> <p>convey (sequence)</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p>

<ul style="list-style-type: none"> • phrases • clauses 	signal (shifts in time or setting)	
sequence	show (relationships among experiences and events)	3
shifts in		3
<ul style="list-style-type: none"> • time • setting 		
relationships among	W.3d	
<ul style="list-style-type: none"> • experiences • events 	use (precise words and phrases)	4
W.3d	use (relevant descriptive details)	
precise words and phrases	use (sensory language)	
relevant descriptive details	capture (action)	3
sensory language	convey (experiences)	3
action	convey (events)	3
experiences	SL.1c	3, 6
events	pose (questions that connect ideas)	3
SL.1c	respond (with relevant evidence, observations, ideas)	3
questions that connect ideas		
relevant evidence	L.1d	
relevant observations	recognize (inappropriate shifts in verb voice)	2, 4
relevant ideas	recognize (inappropriate shifts in mood)	5
L.1d	correct (inappropriate shifts in verb voice)	
Inappropriate shifts in	correct (inappropriate shifts in mood)	1
<ul style="list-style-type: none"> • verb voice • mood 		

<p>L.4b Greek or Latin affixes Greek or Latin roots</p>	<p>L.4b use (Greek or Latin affixes and roots as clues to the meaning of a word)</p>	<p>1</p> <p>3</p> <p>3</p> <p>3</p>
--	---	-------------------------------------

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What makes a story worth reading? 2. How do we engage in meaningful conversation? 3. How can a word reveal its meaning? 	<ol style="list-style-type: none"> 1. Writers depend on a variety of devices and techniques to craft a good story. 2. Listening actively, synthesizing the ideas of others, and responding appropriately generate meaningful conversation. 3. Word parts are clues to word meaning.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #2 – Analyzing Craft and Structure
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	19 days (15 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W.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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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.</p>

Priority and Supporting CCSS

Priority Standards

RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W.3c: 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.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

L.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.

Supporting Standards

RL.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.

RI.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.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.

W.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.4a: 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.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5b: Use the relationship between particular words to better understand each of the words.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #3 – What’s the Big Idea?
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	24 days (20 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W.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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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.</p>

Priority and Supporting CCSS

Priority Standards

RL.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.

RI.2: Determine a central idea of a text and analyze their development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.2b: Develop the topic with relevant facts, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SL.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

L.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Supporting Standards

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.1b: Form and use verbs in the active and passive voice.

L.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L.4a: 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #4 – Finding the Evidence
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	28 days (24 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL-10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI-10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W-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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L-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.</p>

Priority and Supporting CCSS

Priority Standards

RI-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 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-1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W-1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W-1e Provide a concluding statement or section that follows from and supports the argument presented.

SL-3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Supporting Standards (these are for unit 1)

RL-3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

W-3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W-3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W-3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W-3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W-3e Provide a conclusion that follows from the narrated experiences or events.

W-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.

SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

SL-1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL-1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-1a Ensure that pronouns are in the proper case (subjective, objective, possessive).
 L-1b Use intensive pronouns (e.g., *myself*, *ourselves*).
 L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L-2b Spell correctly.
 L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 L-4a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #5 – Communicating for a Purpose
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	29 days (25 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W.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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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.</p>

Priority and Supporting CCSS

Priority Standards

RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.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.

W.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.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.

L.3a: 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).

Supporting Standards

RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.2a: 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.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.2e: Establish and maintain a formal style.

W.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.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.4a: 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #6 – Investigations
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	32 days (28 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W.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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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.</p>

Priority and Supporting CCSS

Priority Standards

RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.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: 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.9b: 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”).

SL.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.

Supporting Standards

RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

W.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.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.4a: 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.4c: 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.4d: 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).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #7 – Understanding the World Through Text
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	19 days (15 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL-10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI-10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W-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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL-6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L-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.</p>

Priority and Supporting CCSS

Priority Standards

RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RI.3: Analyze how a text makes connections among the distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W.9a: 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”).

SL.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

Supporting Standards

RL.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.

RI.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.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.4a: 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Exploring Elements of Informational Text (Unit 2)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	15 instructional days (including 3 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)</p>

Priority and Supporting CCSS

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.I.2)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.S.L.1)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (9-10.S.L.1a)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (9-10.L.4a)

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Our Selves (Unit 3)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	20 instructional days (including 3 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)</p>

Priority and Supporting CCSS

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (9-10.W.3a)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)

Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English language arts
Grade/Course	Grade 9
Unit of Study	Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 4)
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	20 instructional days (including 3 reteach/enrichment days)

Overarching Standards (OS)
<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.L.10)</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.R.I.10)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)</p>

Priority and Supporting CCSS

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.R.L.3)

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.R.I.3)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (9-10.W.2a)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (9-10.W.2b)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2f)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #5 – Communicating for a Purpose
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	29 days (25 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W.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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L.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.</p>

Priority and Supporting CCSS

Priority Standards

RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.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.

W.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.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.

L.3a: 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).

Supporting Standards

RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.2a: 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.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.2e: Establish and maintain a formal style.

W.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.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing

flexibly from a range of strategies.

L.4a: 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p>Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #6 – Investigations
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	32 days (28 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)

Reading Standards for Literature

RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

RI.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

W.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) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

L.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.

Priority and Supporting CCSS

Priority Standards

RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.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: 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.9b: 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”).

SL.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.

Supporting Standards

RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

W.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.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.4a: 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.4c: 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.4d: 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).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design
Unit Planning Organizer**

Subject(s)	English Language Arts
Grade/Course	Grade 8
Unit of Study	Unit #7 – Understanding the World Through Text
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	19 days (15 instructional days and 4 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL-10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI-10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W-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) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL-6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L-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.</p>

Priority and Supporting CCSS
<i>Priority Standards</i>
<p>RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RI.3: Analyze how a text makes connections among the distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>W.9a: 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</p>

new”).

SL.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

Supporting Standards

RL.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.

RI.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.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2c: Spell correctly.

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.4a: 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas
----------------------------	--------------------------------

--	--

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.