

## EIGHTH GRADE CURRICULUM

### Grade 8 Literature

Iowa Core Anchor Standard-Capacity	Iowa Core Grade Level Standards	Capacity Breakdown
<b>Key Ideas and Details</b>		
(Key Ideas and Details) Use comprehension strategies to explain elements of literature. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	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.)	I can determine theme based on character, setting and plot of the text.
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	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.)	I can analyze how dialogue and plot propel the action, reveal character and affect conflict.
3. Analyze how and why individuals, events and ideas develop and interact over the courses of a text.	Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	I can determine a comprehension strategy best for me from a variety of research-based strategies such as connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
	IA.2.Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	I can recite grade level text aloud with accuracy and fluency
<b>Craft and Structure</b>		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.)	I can understand the meaning of words in text and the impact it has on writing (using context clues, figurative language, tone of passage).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.)	I can compare and contrast multiple text structures and determine the impact it has on the author's meaning.
6. Assess how point of view or purpose shapes the content and style of a text.	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.)	I can analyze point of view and determine how it creates such effects as suspense and humor.

<b>Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.)	I can compare and contrast written work versus the filmed or live performances.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.)	I can analyze how modern fiction draws on common themes, patterns of events, or character types from myths, traditional stories, or religious works.
9. Analyze how two or more texts address similar themes or topics in order to building knowledge or to compare the approaches the authors take.	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.)	I can read and comprehend literature at grade level independently and proficiently.
<b>Range of Reading and Level of Text Complexity</b>		
10. Read and comprehend complex literary and informational texts independently and proficiently.		
<b>Grade 8 Informational Text</b>		
<b>Iowa Core Anchor Standard-Capacity</b>	<b>Iowa Core Grade Level Standards</b>	<b>Capacity Breakdown</b>
<b>Key Ideas and Details</b>		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	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.)	I can analyze evidence that I cite from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.)	I can identify the big idea and topic from the text and summarize the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3.)	I can analyze the meaning of a text through a variety of strategies.
	IA.1. Employ the full range of research-based comprehension strategies, including making	I can determine a comprehension strategy best for me from a variety of research based strategies, such

	IA.2.Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	I can read grade level text aloud and to myself with accuracy and fluency.
<b>Craft and Structure</b>		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.)	I can understand the meaning of words in text and the impact it has on writing (using context clues, figurative language, tone of passage).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.)	I can compare and contrast multiple text structures and determine the impact it has on the author's meaning.
6. Assess how point of view or purpose shapes the content and style of a text.	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.)	I can interpret the author's point of view through and how the author responds to opposing viewpoints.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.)	I can compare pros and cons on various ways to present information (print, digital text, video, multimedia)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.)	I can evaluate the argument and claims in the text and determine whether the author's reasoning is sufficient to support their claim.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.)	I can analyze opposing views/arguments between two different texts
<b>Range of Reading &amp; Level of Text</b>		

10. Read and comprehend complex literacy and informational texts independently and proficiently.	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.)	I can read and comprehend grade level text independently and proficiently
<b>Grade 8 Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
<b>Anchor Standards</b>	<b>Iowa Core Grade Level Standards</b>	<b>UCSD I Can Statements</b>
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I can come to discussions prepared, having read the material, and use that information during the discussion.
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	I can follow rules for discussions and decision-making, track my progress toward specific goals and deadlines, and define individual roles as needed.
	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	I can ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations, and ideas.
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1.) (DOK 1,2,3)	I can compare and contrast different viewpoints and support them with evidence.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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. (SL.8.2.) (DOK 2,3,4)	I can analyze the purpose of information presented in various formats (visual, quantitative, oral) and evaluate the motives behind its presentation.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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. (SL.8.3.) (DOK 2,3,4)	I can break down a speaker's argument and claims, while evaluating the reasoning and relevance of the evidence as well as identify when irrelevant evidence is introduced.

<b>Presenation of Knowledge and Ideas</b>		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4.) (DOK 1,2,3)	I can use my speaking skills to present ideas in a focused, coherent manner.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5.) (DOK 2,3)	I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, add interest.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) (SL.8.6.) (DOK 1,2)	I can adapt a speech to a variety of contexts and tasks, using formal English when appropriate.
	IA.5.Prepare and conduct interviews. (DOK 2,3)	I can prepare and conduct interviews.
	IA.6.Participate in public performances. (DOK 2,3)	I can participate in public performances.
<b>Grade 8 Language</b>		
<b>Anchor Standards</b>	<b>Iowa Core Grade Level Standards</b>	<b>UCSD I Can Statements</b>
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	I can identify and distinguish verbals' function in sentences.
	b. Form and use verbs in the active and passive voice.	I can name and construct verbs in active and passive voice.
	c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	I can name and construct different forms of mood.
	d. Recognize and correct inappropriate shifts in verb voice and mood.* (L.8.1.) (DOK 1,2)	I can recognize and correct inappropriate shifts in verb voice and mood.
	<i>*Not in Iowa Core, but needed: I can recognize and use appropriately the parts of speech.</i>	<i>I can recognize and use nouns, verbs, adjectives, adverbs, pronouns, prepositions, interjections, and conjunctions.</i>
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	I can apply punctuation correctly to indicate a pause or break.

	b. Use an ellipsis to indicate an omission.	I can use an ellipsis to indicate an omission.
	c. Spell correctly. (L.8.2.) (DOK 1)	I can spell correctly.
<b>Knowledge of Language</b>		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (L.8.3.) (DOK 2,3)	I can critique active and passive voice to achieve different effects to emphasizing action.
<b>Vocabulary Acquisition</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can identify context clues to determine the meaning of the word or phrase.
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	I can interpret Greek or Latin roots to determine the meaning of a word.
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I can use general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.8.4.) (DOK 1,2)	I can categorize the preliminary determination of the meaning of a word or phrase.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	a. Interpret figures of speech (e.g. verbal irony, puns) in context.	I can interpret figures of speech in context.
	b. Use the relationship between particular words to better understand each of the words.	I can compare the relationship between particular words to better understand each of the words.
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). (L.8.5.) (DOK 1,2,3)	I can distinguish among the connotations of words with similar denotations.

6. Acquire and use accurately a range of 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.	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.) (DOK 1,2)	I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrase; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Grade 8 Writing**

<b>Anchor Standard</b>	<b>Iowa Core Grade Level Standard</b>	<b>UCSD I Can Statements</b>
<b>Text Types and Purposes</b>		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	I can introduce a claim and recognize opposing views.I can find evidence that supports my opinion and organize it in a way that is logical.
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	I can find evidence that supports my opinion and organize it in a way that is logical.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	I can use transitions to create cohesion and clarify relationships.
	d. Establish and maintain a formal style.	I can write and publish in a formal style.
	e. Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1.)	I can write a concluding statement or paragraph appropriate for my argument.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I can introduce a topic clearly with a solid introduction paragraph.
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	I can use relevant facts, definitions, details and quotes to strengthen and support my writing.
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	I can use transitions to create cohesion and clarify relationships.

	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use specific vocabulary related to the topic.
	e. Establish and maintain a formal style.	I can write and publish in a formal style.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2.)	I can write a concluding statement or paragraph that supports the writing.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I can hook and engage my reader by establishing a point of view, characters/narrator, and organize the events in a logical, natural sequence.
	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	I can use narrative techniques to strengthen my writing (example - dialogue, pacing, description, and reflection)
	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the the relationships among experiences and events.	I can use transitions to create cohesion and clarity, convey sequence, shift time frames and settings.
	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	I can use specific vocabulary related to the topic that enhances descriptive details and provides sensory language.
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (W.8.3.)	I can wrap it up and conclude the story.
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.8.4.)	I can determine the best style of writing for my task, purpose and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (W.8.5.)	I can work with peers and adults to strengthen my writing, which includes planning, revising, editing, or rewriting.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.) (DOK 1,2)	I can use technology, including the Internet, to produce and publish writing and to interact and collaborate with others on writing.
<b>Research to Building and Present Knowledge</b>		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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.)	I can generate research questions and find appropriate answers from several sources.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.)	I can gather relevant information from a variety of sources (print and media), and cite them appropriately in my writing.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	I can show my reading comprehension of literary text through my writing.

	b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").(W.8.9.)	I can show my reading comprehension of non-fiction text through my writing.
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**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	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. (W.8.10.)	I can write routinely over an extended time period and over shorter time frames to a wide variety of tasks, purposes, and audiences.
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No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.