

**Essential Standard - Standard should be taught in depth – These are the major work of the grade level**  
**Supporting Standard- Support essential standards -Students need an intermediate understanding**  
**Additional Standard- Students need a basic foundation of these standards.**

### \*Routines\*

*The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the middle school classrooms. Through modeling and constant exposure, these essential standards should be mastered by the end of middle school (grades 6-8).*

#### 1.2 Reading Informational Text

CC.1.2.8.A	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.
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
CC.1.2.8.I	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CC.1.2.8.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2..K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

#### 1.3 Reading Literature

CC.1.3.8.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J	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.

#### 1.4 Writing

All writing genres should place emphasis on these standards.	Write with an awareness of stylistic aspects of composition.
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Use sentences of varying lengths and complexities.
	Create tone and voice through precise language.
	Establish and maintain a formal style.

#### 1.5 Speaking and Listening

CC.1.5.8.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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## Quarter 1

### \*Routines\*

Q1 should focus on the narrative writing form.

*Highlighted standards are spiraled from one quarter to the next*

*Standards **NOT** highlighted are new in the corresponding quarter*

<b>1.2 Reading Informational Text</b>	
<b>Key Ideas and Details</b>	
CC.1.2.8.A	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.
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<b>Craft and Structure</b>	
CC.1.2.8.D	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.
CC.1.2.8.E	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings and how they shape meaning and tone.
<b>Integration of Knowledge and Ideas</b>	
CC.1.2.8.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
<b>Vocabulary Acquisition and Use</b>	
CC.1.2.8.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.8.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
<b>Range of Reading</b>	
CC.1.2.8.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>1.3 Reading Literature</b>	
<b>Range of Reading</b>	
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>1.4 Writing</b>	
<b>Informative/Explanatory</b>	
CC.1.4.8.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

<b>Narrative</b>	
CC.1.4.8.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.8.N	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

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CC.1.4.8.O	Use narrative techniques such a dialogue, description and pacing to develop experiences and events and/pr characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CC.1.4.8.P	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.
CC.1.4.8.Q	Write with an awareness of stylistic aspects of writing.
CC.1.4.8.Q.1	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
CC.1.4.8.Q.2	Use sentences of varying lengths and complexities.
CC.1.4.8.Q.3	Create tone and voice through precise language.
<b><i>The Writing Process</i></b>	
CC.1.4.8.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b><i>Range of Writing</i></b>	
CC.1.4.8.X	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.
<b><i>1.5 Speaking and Listening</i></b>	
<b><i>Comprehension and Collaboration</i></b>	
CC.1.5.8.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
<b><i>Conventions of Standard English</i></b>	
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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## Quarter 2

### \*Routines\*

Q2 should focus on the Informative/Explanatory writing form.

*Highlighted standards are spiraled from one quarter to the next*

*Standards **NOT** highlighted are new in the corresponding quarter*

1.2 Reading Informational Text	
Key Ideas and Details	
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.2.8.C	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
Vocabulary Acquisition and Use	
CC.1.2.8.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.8.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
Range of Reading	
CC.1.2.8.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
1.3 Reading Literature	
Integration of Knowledge and Ideas	
CC.1.2.8.G	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
CC.1.2.8.I	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading	
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
1.4 Writing	
Informative/Explanatory	
CC.1.4.8.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.8.B	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.C	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples include graphics and multimedia when useful to aiding comprehension.
CC.1.4.8.D	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.8.E	Write with an awareness of the stylistic aspects of composition.
CC.1.4.8.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.8.E.2	Use sentences of varying lengths and complexities.
CC.1.4.8.E.3	Create tone and voice through precise language.
CC.1.4.8.E.4	Establish and maintain a formal style
Narrative	

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CC.1.4.8.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<b><i>The Writing Process</i></b>	
CC.1.4.8.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b><i>Range of Writing</i></b>	
CC.1.4.8.X	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.
<b><i>1.5 Speaking and Listening</i></b>	
<b><i>Comprehension and Collaboration</i></b>	
CC.1.5.8.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
<b><i>Conventions of Standard English</i></b>	
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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## Quarter 3

### \*Routines\*

Q3 & 4 should focus on the Opinion/Argumentative writing form, research, exploring various citation styles, presentations in various forms.

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*Standards **NOT** highlighted are new in the corresponding quarter*

<b>Range of Reading</b>	
CC.1.2.8.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>1.3 Reading Literature</b>	
<b>Key Ideas and Details</b>	
CC.1.3.8.A	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.
CC.1.3.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<b>Craft and Structure</b>	
CC.1.3.8.D	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.
<b>Vocabulary Acquisition and Use</b>	
CC.1.3.8.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
<b>Range of Reading</b>	
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>1.4 Writing</b>	
<b>Opinion/Argumentative</b>	
CC.1.4.8.G	Write arguments to support claims.
CC.1.4.8.H	Introduce the topic and state an opinion on the topic.
CC.1.4.8.I	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
CC.1.4.8.J	Organize the claim(s) with clear reasons and evidence clearly; clarify the relationships among claim(s) and reasons by using words, phrases and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.8.K	Write with an awareness of stylistic aspects of composition.
CC.1.4.8.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.8.K.2	Use sentences of varying lengths and complexities.
CC.1.4.8.K.3	Create tone and voice through precise language.
CC.1.4.8.K.4	Establish and maintain a formal style.
CC.1.4.8.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling.
<b>Response to Literature</b>	
CC.1.4.8.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and literary nonfiction.
<b>The Writing Process</b>	

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CC.1.4.8.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>Technology and Publication</b>	
CC.1.4.8.U	Use technology, including internet, to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.
<b>Conducting Research</b>	
CC.1.4.8.V	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.
<b>Credibility, Reliability and Validity of Sources</b>	
CC.1.4.8.W	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.
<b>Range of Writing</b>	
CC.1.4.8.X	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.
<b>1.5 Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
CC.1.5.8.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.8.B	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.
CC.1.5.8.C	Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>Presentation and Integration of Knowledge and Ideas</b>	
CC.1.5.8.D	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.
CC.1.5.8.E	Adapt speech to a variety of context and tasks.
CC.1.5.8.F	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
<b>Conventions of Standard English</b>	
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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## Quarter 4

### \*Routines\*

Q3 & 4 should focus on the Opinion/Argumentative writing form, research, exploring various citation styles, presentations in various forms

*Highlighted standards are spiraled from one quarter to the next*

*Standards **NOT** highlighted are new in the corresponding quarter*

<b>1.2 Reading Informational Text</b>	
<b>Key Ideas and Details</b>	
CC.1.2.8.B	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
<b>Range of Reading</b>	
CC.1.2.8.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
<b>1.3 Reading Literature</b>	
<b>Key Ideas and Details</b>	
CC.1.3.8.C	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.
<b>Craft and Structure</b>	
CC.1.3.8.E	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.
CC.1.3.8.F	Analyze the influences of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
<b>Integration of Knowledge and Ideas</b>	
CC.1.3.8.G	Analyze the extent in 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 directors or actors.
CC.1.3.8.H	Analyze how a modern work of fiction draws on themes, patterns of events or character types from traditional works, including describing how the material is rendered new.
<b>Vocabulary Acquisition and Use</b>	
CC.1.3.8.J	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.
<b>Range of Reading</b>	
CC.1.3.8.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<b>1.4 Writing</b>	
<b>Opinion/Argumentative</b>	
CC.1.4.8.G	Write arguments to support claims.
CC.1.4.8.H	Introduce the topic and state an opinion on the topic.
CC.1.4.8.I	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
CC.1.4.8.J	Organize the claim(s) with clear reasons and evidence clearly; clarify the relationships among claim(s) and reasons by using words, phrases and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.



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CC.1.4.8.K	Write with an awareness of stylistic aspects of composition.
CC.1.4.8.K.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.8.K.2	Use sentences of varying lengths and complexities.
CC.1.4.8.K.3	Create tone and voice through precise language.
CC.1.4.8.K.4	Establish and maintain a formal style.
CC.1.4.8.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar usage, capitalization, punctuation and spelling.
<b><i>The Writing Process</i></b>	
CC.1.4.8.T	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, reworking, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b><i>Conducting Research</i></b>	
CC.1.4.8.V	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.
<b><i>Credibility, Reliability and Validity of Sources</i></b>	
CC.1.4.8.W	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.
<b><i>Range of Writing</i></b>	
CC.1.4.8.X	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.
<b><i>1.5 Speaking and Listening</i></b>	
<b><i>Comprehension and Collaboration</i></b>	
CC.1.5.8.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
<b><i>Presentation and Integration of Knowledge and Ideas</i></b>	
CC.1.5.8.D	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, calid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
CC.1.5.8.E	Adapt speech to a variety of context and tasks.
CC.1.5.8.F	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
<b><i>Conventions of Standard English</i></b>	
CC.1.5.8.G	Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.