

COMMON CORE Standards Plus®



Language Arts

GRADE 8

Teacher Edition



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Common Core Standards Plus® - Language Arts Grade 8

What is Common Core Standards Plus?

Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

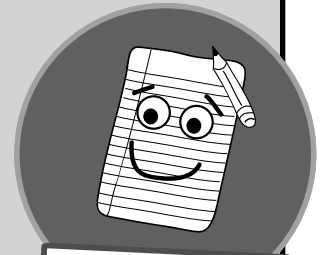
Three Types of Lessons:

Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

A week of instruction is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



Daily Lessons & Weekly Assessments

Performance Lessons:

(3-5 days 30 minutes each day)

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



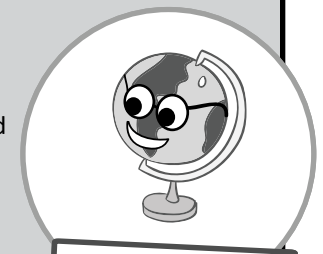
Performance Lessons

Integrated Projects:

(Multiple class sessions over several days or weeks)

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.

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Integrated Projects

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Delivering the Daily Lessons

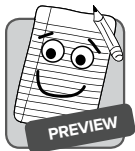


Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



Teach a Daily Lesson (15-20 minutes)

Every Day

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
 - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
 - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
 - Differentiate instruction for struggling students by assigning fewer items.
 - Prompt and praise students for making attempts.
7. **Complete the Review**
 - Review answers when all students have completed Independent Practice or when your timeframe has expired.
 - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
 - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

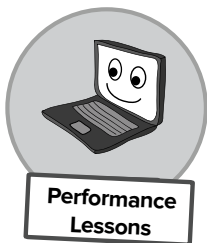
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Delivering the Lessons



Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

Periodically



Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson *has a large guided practice section*. This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year



Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

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Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides instruction of the **most heavily-weighted standards in the 26 weeks prior to state testing.**

Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	Grammar & Usage L1-4, E1	L.8.1a	190-199	1-2
<i>Performance Lesson 4 – Ashley’s Room*</i>				
2	Reading Informational Text L1-4, E1	L.8.1a	200-206	3
3	Reading Informational Text L5-8, E2	RI.8.1	72-81	1-2
4	Reading Informational Text L9-12, E3	RI.8.2	82-91	1-2
<i>Performance Lesson 2 – Theodore Roosevelt and the Natural World*</i>				
5	Writing L9-12, E3	RI.8.1, RI.8.2, RI.8.5	104-113	3
6	Writing L13-16, E4	W.8.2, W.8.2a, b	298-307	1-2
<i>Performance Lesson 7 – Supernatural Powers*</i>				
7	Vocabulary Acquisition & Use L1-4, E1	W.8.2c-f	308-317	1-2
8	Vocabulary Acquisition & Use L5-8, E2	W.8.2, W.8.2a-f	318-323	3
<i>Performance Lesson 9 – Using Roots and Context*</i>				
9	Knowledge of Language L1-4, E1	L.8.4a	370-379	1-2
<i>Performance Lesson 11 – Voice, Mood, and Effect*</i>				
10	Reading Literature L1-4, E1	L.8.4b	380-389	1-2
11	Reading Literature L5-8, E2	L.8.4, L.8.4a, b	390-394	3
12	Reading Literature L9-12, E3	RL.8.1	466-475	1-2
13	Reading Literature L13-16, E4	RL.8.3, RL.8.6	476-485	1-2
14	Writing L17-20, E5	RL.8.2, RL.8.4	486-495	1-2
15	Writing L21-24, E6	RL.8.2, RL.8.3	496-505	1-2
<i>Performance Lesson 8 – Fairy Tale Villains*</i>				
16	Vocabulary Acquisition & Use L13-16, E4	W.8.3, W.8.3a, b	324-333	1-2
17	Vocabulary Acquisition & Use L17-20, E5	W.8.3, W.8.3b-e	334-343	1-2
<i>Performance Lesson 10 – What Does It Mean?*</i>				
18	Reading Informational Text L13-16, E4	W.8.3, W.8.3a-e	344-348	3
19	Reading Informational Text L17-20, E5	L.8.5b	406-415	1-2
20	Reading Informational Text L21-24, E6	L.8.5c	416-425	1-2
<i>Performance Lesson 3 – The Square Deal*</i>				
21	Reading Informational Text L25-28, E7	L.8.5a-c	426-431	3
22	Writing L1-4, E1	RI.8.9	114-123	1-2
23	Writing L5-8, E2	RI.8.6	124-133	1-2
<i>Performance Lesson 6 – Internet Use*</i>				
24	Reading Literature L17-20, E5	RI.8.3	134-143	1-2
<i>Performance Lesson 12 – Elements of Literature*</i>				
25	Reading Literature L21-24, E6	RI.8.4	144-153	1-2
26	Reading Literature L25-28, E7	RI.8.3, RI.8.4, RI.8.6, RI.8.8	154-168	3
STATE TESTING BEGINS				

Daily Lessons & Weekly Assessments

Each white row represents a week of instruction. A week of instruction includes four daily lessons (L) and a weekly formative assessment/evaluation (E).

Performance Lessons

Each shaded row represents a performance lesson. Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.

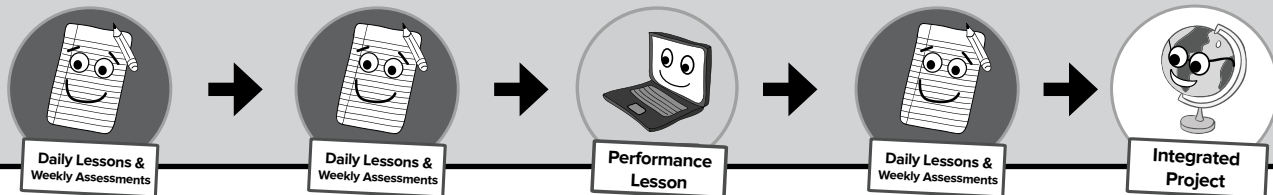
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Suggested Pacing Continued

Suggested Pacing Guide Continued

	These lessons are scheduled to be taught after state testing begins or they may be taught as needed throughout the year to support instruction.	
WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)
27	Grammar & Usage L5-8, E2	L.8.1c
28	Grammar & Usage L9-12, E3	L.8.1b, d
<i>Performance Lesson 5 – Verb Mood and Verb Voice*</i>		L.8.1b-d
29	Vocabulary Acquisition & Use L9-12, E3	L.8.5a
30	Capitalization L1-4, E1	L.8.2
31	Punctuation L1-4, E1	L.8.2a, b
32	Punctuation L5-8, E2	L.8.2
<i>Performance Lesson 1 – Writing Letters*</i>		L.8.2, L.8.2a, b
33	Spelling L1-4, E1	L.8.2c
34	Spelling L5-8, E2	L.8.2c

Developing Your Own Standards Plus Pacing is Easy



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

Here's How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

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Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:

Week	Monday	Tuesday	Wednesday	Thursday	Friday
33	<i>Reading Literature Lesson 21</i>	<i>Reading Literature Lesson 22</i>	<i>Reading Literature Lesson 23</i>	<i>Reading Literature Lesson 24</i>	<i>Reading Literature Evaluation 6</i>
	<i>Performance Lesson 13: Poetry Study</i>				
	<i>Project Component: Using the Guide to Read the Novel</i>				



This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

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Project-Based Learning Pacing

10-Week PBL Plan

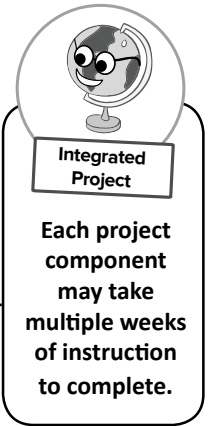
WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Capitalization 1-4, E1	Integrated Project #1 <i>In the Eye of the Beholder</i>
2	Punctuation 1-4, E1	
3	Punctuation 5-8, E2 / <i>*Performance Lesson #1</i>	What Is Liberty?
4	Reading Informational Text 1-4, E1	Cotton Is King
5	Reading Informational Text 5-8, E2	Identifying the Argument to Build the Counterargument
6	Reading Inform. Text 9-12, E3 / <i>*Performance Lesson #2</i>	Writing the Counterargument
7	Reading Informational Text 13-16, E4	Researching the Topic
8	Reading Informational Text 17-20, E5	Preparing for a Collegial Discussion
9	Reading Informational Text 21-24, E6	Answering the Question
10	Reading Inform. Text 25-28, E7 / <i>*Performance Lesson #3</i>	Reflecting on the Learning

11-Week PBL Plan

11	Grammar & Usage 1-4, E1 / <i>*Performance Lesson #4</i>	Integrated Project #2 <i>Ur Gr8, LOL!:</i>
12	Grammar & Usage 5-8, E2	
13	Grammar & Usage 9-12, E3 / <i>*Performance Lesson #5</i>	Writing the Friendly Note
14	Spelling 1-4, E1	Writing the Friendly Note
15	Spelling 5-8, E2	Using Text-Speak
16	Writing – Argument 1-4, E1	Analyze and Explain the Purpose Grammar, Usage, Spelling, and Text-Speak
17	Writing – Argument 5-8, E2 / <i>*Performance Lesson #6</i>	Analyze and Explain the Purpose Grammar, Usage, Spelling, and Text-Speak
18	Writing – Informative/Explanatory 9-12, E3	Traditional vs. Text-Speak Discussion
19	Writing – Inform./Explan. 13-16, E4 / <i>*Performance Lesson #7</i>	Argue Your Claim
20	Writing – Narrative 17-20, E5	Argue Your Claim
21	Writing – Narrative 21-24, E6 / <i>*Performance Lesson #8</i>	

13-Week PBL Plan

22	Vocabulary Acquisition & Use 1-4, E1	Integrated Project #3 <i>What a Novel Idea!</i>
23	Vocab. Acquisition & Use 5-8, E2 / <i>*Performance Lesson #9</i>	
24	Vocabulary Acquisition & Use 9-12, E3	What Is a Reading Group Guide?
25	Vocabulary Acquisition & Use 13-16, E4	Reading the Novel
26	Vocab. Acquisition & Use 17-20, E5 / <i>*Performance Lesson #10</i>	Reading the Novel
27	Knowledge of Language 1-4, E1 / <i>*Performance Lesson #11</i>	Reading the Novel
28	Reading Literature 1-4, E1	Reading the Novel
29	Reading Literature 5-8, E2	Writing Questions to Prompt Thought, Discussion, and Understanding
30	Reading Literature 9-12, E3 / <i>*Performance Lesson #12</i>	Writing the Final Guide
31	Reading Literature 13-16, E4	Using the Guide to Read the Novel
32	Reading Literature 17-20, E5	Using the Guide to Read the Novel
33	Reading Literature 21-24, E6 / <i>*Performance Lesson #13</i>	Using the Guide to Read the Novel
34	Reading Literature 25-28, E7 / <i>*Performance Lesson #14</i>	Analyzing and Reflecting on the Process



*** Use the Performance Lessons to reinforce content and build application skills.**

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Capitalization (Language Stan. L.8.2)	1	Titles	L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	24	3	1-2	
	2	Names of Organizations		26	4		
	3	Abbreviations, People's Titles		28	5		
	4	Quotations		30	6		
	E1	Evaluation – Proper Nouns and Quotations		32	7		
Punctuation (Language Standard L.8.2, L.8.2a--b)	1	Commas to Indicate a Pause/Break	L.8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	40	9	1-2	
	2	Commas to Indicate a Pause/Break		42	10		
	3	Ellipsis to Indicate Pause/Break/Omissions	L.8.2a, L.8.2b: Use an ellipsis to indicate an omission.	44	11		
	4	Dashes to Indicate a Pause/Break	L.8.2a	46	12		
	E1	Evaluation – Identifying Correct Punctuation		48	13		
	5	Using Apostrophes	L.8.2	50	15	1-2	
	6	Using Apostrophes		52	16		
	7	Using Colons		54	17		
	8	Using Semicolons		56	18		
	E2	Evaluation – Sentence Evaluation		58	19		
	P1	Performance Lesson #1 – Writing Letters (L.8.2, L.8.2a, L.8.2b)		60	21-23	3	
Reading Informational Text (Reading Informational Text Standards: RI.8.1.--RI.8.6, RI.8.8)	1	Textual Evidence	RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	72	24	1-2	
	2	Textual Evidence		74	25		
	3	Textual Evidence		76	26		
	4	Textual Evidence		78	27		
	E1	Evaluation – Textual Evidence		80	28		
	5	Central Idea	RI.8.2: 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.	82	29	1-2	
	6	Central Idea		84	30		
	7	Summary		86	31		
	8	Summary		88	32		
	E2	Evaluation – Central Idea and Objective Summary		90	33		
	Text for Lessons 12,13, 17 and Evaluation 3: Susan B. Anthony Speech				92	35	
	9	Text Structure: Paragraph	RI.8.5: 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.	94	37	1-2	
	10	Text Structure: Paragraph		96	38		
	11	Text Structure: Paragraph		98	39		
	12	Text Structure: Paragraph		100	40		
E3	Evaluation – Text Structure: Paragraph	102		41			
	P2	Performance Lesson #2 – Theodore Roosevelt and the Natural World (RI.8.1, RI.8.2, RI.8.5)		104-105	43-50	3	

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Reading Informational Text (Reading Informational Text Standards: RI.8.1--RI.8.6, RI.8.8)	13	Trace and Evaluate Arguments	RI.8.8: 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.	114	51	1-2
	14	Trace and Evaluate Arguments		116	52	
	15	Trace and Evaluate Arguments		118	53	
	16	Trace and Evaluate Arguments		120	54	
	E4	Evaluation – Trace and Evaluate Arguments		122	55	
	17	Author’s Purpose and Point of View	RI.8.6: 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.	124	57	1-2
	18	Author’s Purpose and Point of View		126	58	
	19	Author’s Purpose and Point of View		128	59	
	20	Author’s Purpose and Point of View		130	60	
	E5	Evaluation – Author’s Purpose and Point of View		132	61	
	21	Connections	RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	134	63	1-2
	22	Connections		136	64	
	23	Distinctions		138	65	
	24	Distinctions		140	66	
	E6	Evaluation – Connections and Distinctions		142	67	
	25	Word Meaning	RI.8.4: 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.	144	69	1-2
	26	Word Choice and Tone		146	70	
	27	Word Choice and Tone		148	71	
	28	Allusions		150	72	
	E7	Evaluation – Word Choice, Meaning, Tone, Allusions		152	73	
P3	Performance Lesson #3 – The Square Deal (RI.8.3, RI.8.4, RI.8.6, RI.8.8)			154	75-87	3
Integrated Project #1 – In the Eye of the Beholder... (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, RI.8.9, RI.8.10, W.8.1, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.9b, W.8.10, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.3, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6)				171-177	88-92	4
<p>Prerequisite Common Core Standards Plus Strands: Capitalization, Punctuation, and Reading Informational Text.</p> <p>Product Objective: An analysis of quotes and documents, a written counterargument to an argument set forth in a historical document, and a class discussion to answer the question, <i>How does having different standards and different laws for portions of the population impede progress for everyone?</i></p> <p>Overview: The students will analyze quotes about freedom and documents regarding slavery and the treatment of slaves and freedmen prior to the Civil War to gain a perspective on how point of view, purpose, and historical perspective affects what is published and accepted in society. They will consider how the laws and perceptions of people in the early nineteenth century influenced the disproportionate number of prisoners who were part of the colored population. They will use all of this information to write a counterargument to the argument for interference on behalf of the degradation of the colored population. They will gather evidence to participate in a class discussion to answer the question, <i>How does having different standards and different laws for portions of the population impede progress for everyone?</i> Since this is a learning activity, all components will be completed in class.</p>						

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Grammar and Usage (Language Standard L.8.1, L.8.1a---d)	1	Gerunds	L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	190	93	1-2	
	2	Participles		192	94		
	3	Infinitives		194	95		
	4	Verbals – Gerunds, Participles, Infinitives		196	96		
	E1	Evaluation – Verbals		198	97		
	P4	Performance Lesson #4 – Ashley’s Room (L.8.1a)			200-201	99-103	3
	5	Indicative and Interrogative Mood	L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	208	105	1-2	
	6	Imperative Mood		210	106		
	7	Conditional Mood		212	107		
	8	Subjunctive Mood		214	108		
	E2	Evaluation – Verb Mood		216	109		
	9	Shifts in Mood	L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.	218	110	1-2	
	10	Active and Passive Voice	L.8.1b: Form and use verbs in the active and passive voice.	220	111		
	11	Active and Passive Voice		222	112		
	12	Shifts in Verb Voice	L.8.1d	224	113		
E3	Evaluation – Verb Voice and Mood	L.8.1b, L.8.1d	226	114			
P5	Performance Lesson #5 – Verb Mood and Verb Voice (L.8.1b, L.8.1c, L.8.1d)			228-229	115-118	3	
Spelling (Language Standard L.8.2, L.8.2c)	1	Ending Rules	L.8.2c: Spell Correctly.	240	119	1-2	
	2	Ending Rules		242	120		
	3	Homophones		244	121		
	4	Commonly Misspelled Words		246	122		
	E1	Evaluation – Using Correct Spelling		248	123		
	5	Spelling Plural Nouns	L.8.2c	250	125	1-2	
	6	Adding Inflectional Endings		252	126		
	7	Inflectional Endings for Words Ending in y		254	127		
	8	Spelling Possessive Nouns		256	128		
	E2	Evaluation – Using Correct Spelling		258	129		
Writing	1	Make a Plan from a Prompt	W.8.1: Write arguments to support claims with clear reasons and relevant evidence.	270	131	1-2	
	2	Writing an Introduction	W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	272	132		
	3	Support with Logic and Evidence	W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	274	133		
	4	Support with Logic and Evidence		276	134		
	E1	Evaluation – Argument Self Evaluation	W.8.1, W.8.1a, W.8.1b	278	135		

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Writing (Writing Standards: W.8.1, W.8.1a---e, W.8.2, W.8.2a---f, W.8.3, W.8.3a---e)	5	Writing Conclusions	W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.	280	137	1-2	
	6	Clarifying Claims and Counterclaims	W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	282	138		
	7	Establish and Maintain Formal Style	W.8.1d: Establish and maintain a formal style.	284	139		
	8	Clarifying and Establishing an Essay	W.8.1, W.8.1c, W.8.1d	286	140		
	E2	Evaluation – Self---Check and Peer Review	W.8.1, W.8.1c, W.8.1d, W.8.1e	288	141		
	P6	Performance Lesson #6 – Internet Use (W.8.1, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e)			290-291	143-147	3
	9	Study a Prompt and Make an Essay Plan	W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	298	148	1-2	
	10	Writing Introductions Clearly	W.8.2a: 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.	300	149		
	11	Developing the Topic	W.8.2b: Develop the topic with relevant, well---chosen facts, definitions, concrete details, quotations, or other information and examples.	302	150		
	12	Developing the Topic		304	151		
	E3	Evaluation – Informative---Explanatory Self--- Evaluation	W.8.2, W.8.2a, W.8.2b	306	152		
	13	Using Appropriate Transitions	W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	308	153	1-2	
	14	Writing a Conclusion	W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	310	154		
	15	Explaining a Topic	W.8.2d: Use precise language and domain---specific vocabulary to inform about or explain the topic. W.8.2e: Establish and maintain a formal style.	312	155		
	16	Revising to Explain the Topic		314	156		
	E4	Evaluation – Informative/Explanatory Self--- Check and Peer Review	W.8.2c, W.8.2d, W.8.2e, W.8.2f	316	157		
	P7	Performance Lesson #7 --- Supernatural Powers (W.8.2, W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f)			318-319	159-162	3
	17	Study a Prompt and Make a Plan	W.8.3	324	163	1-2	
	18	Drafting an Introduction	W.8.3, W.8.3a	326	164		
	19	Writing with Well---Structured Sequencing	W.8.3b	328	165		
	20	Using Dialogue to Develop Stories		330	166		
	E5	Evaluation – Narrative Self---Evaluation	W.8.3, W.8.3a, W.8.3b	332	167		
	21	Pacing and Description to Develop Events	W.8.3b	334	169	1-2	
	22	Writing a Conclusion	W.8.3e	336	170		
	23	Conveying Sequences	W.8.3c	338	171		
	24	Conveying Events	W.8.3d	340	172		
	E6	Evaluation –Self---Check and Peer Review	W.8.3, W.8.3b, W.8.3c, W.8.3d, W.8.3e	342	173		
	P8	Performance Lesson #8 --- Fairy Tale Villains (W.8.3, W.8.3a, W.8.3b, W.8.3c, W.8.3d, W.8.3e)			344-345	175-177	3

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
			<i>Integrated Project #2 – Ur Gr8, LOL!</i> (<i>W.8.1, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.2, W.8.2a, W.8.2b, W.8.2c, W.8.2d, W.8.2e, W.8.2f, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.10, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.2, SL.8.4, SL.8.6, L.8.1, L.8.1a, L.8.1b, L.8.1c, L.8.1d, L.8.2, L.8.2c, L.8.3, L.8.4, L.8.5, L.8.6</i>)	351-360	178-181	4
<p>Prerequisite Common Core Standards Plus Strands: Grammar and Usage, Spelling, and Writing</p> <p>Product Objective: An informative/explanatory essay explaining the purpose of grammar, usage, and spelling conventions and the purpose of text---speak. An argument essay to support their claim about whether traditional grammar, usage, and spelling conventions should be taught and learned or not.</p> <p>Project Description: The students will begin by writing a note to a friend about school. They will then rewrite the note in text---speak. They will use this exercise to analyze and explain the purpose of grammar, usage, and spelling and the purpose of text---speak in an informative/explanatory essay. They will discuss the merits of traditional writing and text---speak to prepare to write an argument essay to support their claim for teaching and learning traditional grammar, usage, and spelling conventions or not. Since this is a learning activity, all components will be completed in class.</p>						

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Vocabulary Acquisition and Use (Language Standard L.8.4, L.8.4a---b, L.8.5, L.8.5a---c)	1	Context Clues	L.8.4a: 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.	370	182	1-2
	2	Multiple Meanings and Context		372	183	
	3	Multiple Meanings and Context		374	184	
	4	Multiple Meanings and Context		376	185	
	E1	Evaluation –Words in Context		378	186	
	5	Greek and Latin Roots	L.8.4b: Use common, grade--- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	380	187	1-2
	6	Greek and Latin Roots		382	188	
	7	Greek Suffixes		384	189	
	8	Greek Suffixes		386	190	
	E2	Evaluation – Greek and Latin Roots		388	191	
P9	Performance Lesson #9 – Using Roots and Context (L.8.4, L.8.4a, L.8.4b)			390-391	193-195	3
Knowledge of Language	9	Figurative Language	L.8.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.	396	196	1-2
	10	Figurative Language		398	197	
	11	Figurative Language		400	198	
	12	Figurative Language		402	199	
	E3	Evaluation – Figurative Language		404	200	
Knowledge of Language	13	Word Relationships – Analogies	L.8.5b: Use the relationship between particular words to better understand both words.	406	201	1-2
	14	Word Relationships – Analogies		408	202	
	15	Word Relationships – Analogies		410	203	
	16	Word Relationships – Analogies		412	204	
	E4	Evaluation – Word Relationships – Analogies		414	205	
Knowledge of Language	17	Connotation/Denotation	L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	416	207	1-2
	18	Connotation/Denotation		418	208	
	19	Connotation/Denotation		420	209	
	20	Connotation/Denotation		422	210	
	E5	Evaluation – Connotation/Denotation		424	211	
P10	Performance Lesson #10 – What Does It Mean? (L.8.5a, L.8.5b, L.8.5c)			426-427	213-216	3
Knowledge of Language	1	Emphasizing the Actor, Not Action	L.8.3a: 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).	438	217	1-2
	2	Emphasizing the Action, Not the Actor		440	218	
	3	Mood and Effect		442	219	
	4	Subjunctive Mood and Effect		444	220	
	E1	Evaluation – Voice, Mood, Effect		446	221	
P11	Performance Lesson #11 – Voice, Mood, and Effect (L.8.3, L.8.3a)			448-449	223-226	3

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Reading Literature (Reading Literature Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6)	Text for Lessons 1---15 and Evaluations 1---3: The Magic Bonbons by Frank L.Baum			462-465	227-230		
	1	Text Evidence	RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	466	231	1-2	
	2	Text Evidence		468	232		
	3	Text Evidence		470	233		
	4	Text Evidence		472	234		
	E1	Evaluation – Text Evidence		474	235		
	5	Plot and Character	RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	476	237	1-2	
	6	Plot and Character		478	238		
	7	Point of View	RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	480	239		
	8	Point of View		482	240		
	E2	Evaluation – Plot, Character, Point of View	RL.8.3, RL.8.6	484	241		
	9	Word Meanings	RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	486	243	1-2	
	10	Word Meanings		488	244		
	11	Summary	RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	490	245		
	12	Summary		492	246		
	E3	Evaluation – Word Meaning and Summary	RL.8.2, RL.8.4	494	247		
	13	Theme	RL.8.2	496	249	1-2	
	14	Theme		498	250		
	15	Theme		500	251		
	16	Plot/Character	RL.8.3	502	252		
	E4	Evaluation – Theme, Plot, Character	RL.8.2, RL.8.3	504	253		
	17	Plot and Character	RL.8.3	506	255	1-2	
	18	Theme	RL.8.2	508	256		
	19	Theme		510	257		
	20	Theme		512	258		
	E5	Evaluation – Theme, Plot, Character	RL.8.2, RL.8.3	514	259		
	P12	Performance Lesson #12 – Elements of Literature (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6)			516-517	261-267	3
	Text for Lessons 21---28, Evaluations 6---7 – <i>Annabel Lee</i>				525	268	
21	Text Evidence	RL.8.1	526	269	1-2		
22	Word Meaning in Text	RL.8.4	528	270			
23	Text Evidence	RL.8.1	530	271			
24	Word Meaning in Text	RL.8.4	532	272			
E6	Evaluation – Text Evidence and Word Meaning	RL.8.1, RL.8.4	534	273			

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Reading Literature (Reading Lit. Standards: RL.8.1---RL.8.6)	Text for Lessons 25---28, Evaluation 7 – <i>Perfect Woman</i>			536	275	
	25	Poem Structure and Meaning	RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	538	276	1-2
	26	Poem Structure and Meaning		540	277	
	27	Poem Structure and Meaning		542	278	
	28	Poem Structure and Meaning		544	279	
	E7	Evaluation – Poem Structure and Meaning		546	280	
	P13	Performance Lesson #13 – Poetry Study (RL.1, RL.8.4, RL.8.5)		548-549	281-289	3
Integrated Project #3 – What a Novel Idea! (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.9, RL.8.10, W.8.4, W.8.5, W.8.7, W.8.9, W.8.9a, W.8.10, SL.8.1, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.3a, L.8.4, L.8.4a, L.8.4b, L.8.4c, L.8.5, L.8.5a, L.8.5b, L.8.5c, L.8.6)				561-566	290-303	4
Prerequisite Common Core Standards Plus Strands: Vocabulary Acquisition and Use, Knowledge of Language, and Reading Literature Product Objective: A reading group guide for a novel. Overview: The students will read a novel and write a reading group guide that others could use to guide their reading of the novel. They will identify the key elements, point of view, vocabulary, and plot events that are essential to understand the novel. Students will trade novels and guides and analyze whether the guide was helpful. Since this is a learning activity, all components will be completed in class.						