

Language Arts Grade 8 - Lesson Index

Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Titles	L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	32	3	1-2
2	Names of Organizations		34	4	
3	Abbreviations, People's Titles		36	5	
4	Quotations		38	6	
A1	Assessment – Proper Nouns and Quotations		40	7	

Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commas to Indicate a Pause/Break	L.8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	46	9	1-2
2	Commas to Indicate a Pause/Break		48	10	
3	Ellipsis to Indicate Pause/Break/Omissions	L.8.2a, L.8.2b: Use an ellipsis to indicate an omission.	50	11	
4	Dashes to Indicate a Pause/Break	L.8.2a	52	12	
A1	Assessment – Identifying Correct Punctuation		54	13	
5	Using Apostrophes	L.8.2	56	15	1-2
6	Using Apostrophes		58	16	
7	Using Colons		60	17	
8	Using Semicolons		62	18	
A2	Assessment – Sentence Assessment		64	19	
Punctuation Performance Lesson – Writing Letters			66	21-23	3

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Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
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.	76	24	1-2
2	Textual Evidence		78	25	
3	Textual Evidence		80	26	
4	Textual Evidence		82	27	
A1	Assessment – Textual Evidence		84	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.	86	29	1-2
6	Central Idea		88	30	
7	Summary		90	31	
8	Summary		92	32	
A2	Assessment – Central Idea and Objective Summary		94	33	
Text for Lessons 12,13, 17 and Assessment 3: Susan B. Anthony Speech			96	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.	98	37	1-2
10	Text Structure: Paragraph		100	38	
11	Text Structure: Paragraph		102	39	
12	Text Structure: Paragraph		104	40	
A3	Assessment – Text Structure: Paragraph		106	41	
Reading Informational Text Performance Lesson 1 – Theodore Roosevelt and the Natural World			108-109	43-50	3
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.	118	51	1-2
14	Trace and Evaluate Arguments		120	52	
15	Trace and Evaluate Arguments		122	53	
16	Trace and Evaluate Arguments		124	54	
A4	Assessment – Trace and Evaluate Arguments		126	55	

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Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
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.	128	57	1-2
18	Author's Purpose and Point of View		130	58	
19	Author's Purpose and Point of View		132	59	
20	Author's Purpose and Point of View		134	60	
A5	Assessment – Author's Purpose and Point of View		136	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).	138	63	1-2
22	Connections		140	64	
23	Distinctions		142	65	
24	Distinctions		144	66	
A6	Assessment – Connections and Distinctions		146	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.	148	69	1-2
26	Word Choice and Tone		150	70	
27	Word Choice and Tone		152	71	
28	Allusions		154	72	
A7	Assessment – Word Choice, Meaning, Tone, Allusions		156	73	
Reading Informational Text Performance Lesson 2 – The Square Deal			158	75-87	3

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Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Gerunds	L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	192	93	1-2
2	Participles		194	94	
3	Infinitives		196	95	
4	Verbals – Gerunds, Participles, Infinitives		198	96	
A1	Assessment – Verbals		200	97	
Grammar and Usage Performance Lesson 1 – Ashley’s Room			202-203	99-103	3
5	Indicative and Interrogative Mood	L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	210	105	1-2
6	Imperative Mood		212	106	
7	Conditional Mood		214	107	
8	Subjunctive Mood		216	108	
A2	Assessment – Verb Mood		218	109	
9	Shifts in Mood	L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.	220	110	1-2
10	Active and Passive Voice	L.8.1b: Form and use verbs in the active and passive voice.	222	111	
11	Active and Passive Voice		224	112	
12	Shifts in Verb Voice	L.8.1d	226	113	
A3	Assessment – Verb Voice and Mood	L.8.1b, L.8.1d	228	114	
Grammar and Usage Performance Lesson 2 – Verb Mood and Verb Voice			230-231	115-118	3

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Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
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	
A1	Assessment – 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	
A2	Assessment – Using Correct Spelling		258	129	

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Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Make a Plan from a Prompt	W.8.1: Write arguments to support claims with clear reasons and relevant evidence.	266	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.	268	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.	270	133	
4	Support with Logic and Evidence		272	134	
A1	Assessment – Argument Self Assessment	W.8.1, W.8.1a, W.8.1b	274	135	
5	Writing Conclusions	W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.	276	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.	278	138	
7	Establish and Maintain Formal Style	W.8.1d: Establish and maintain a formal style.	280	139	
8	Clarifying and Establishing an Essay	W.8.1, W.8.1c, W.8.1d	282	140	
A2	Assessment – Self-Check and Peer Review	W.8.1, W.8.1c, W.8.1d, W.8.1e	284	141	
Writing Performance Lesson 1 – Internet Use			286-287	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.	294	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.	396	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.	298	150	
12	Developing the Topic		300	151	
A3	Assessment – Informative-Explanatory Self-Assessment	W.8.2, W.8.2a, W.8.2b	302	152	

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Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
13	Using Appropriate Transitions	W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	304	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.	306	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.	308	155	
16	Revising to Explain the Topic		310	156	
A4	Assessment – Informative/Explanatory Self-Check and Peer Review	W.8.2c, W.8.2d, W.8.2e, W.8.2f	312	157	
Writing Performance Lesson 2 – Supernatural Powers			314-315	159-162	3
17	Study a Prompt and Make a Plan	W.8.3	320	163	1-2
18	Drafting an Introduction	W.8.3, W.8.3a	322	164	
19	Writing with Well-Structured Sequencing	W.8.3b	324	165	
20	Using Dialogue to Develop Stories		326	166	
A5	Assessment – Narrative Self-Assessment	W.8.3, W.8.3a, W.8.3b	328	167	
21	Pacing and Description to Develop Events	W.8.3b	330	169	1-2
22	Writing a Conclusion	W.8.3e	332	170	
23	Conveying Sequences	W.8.3c	334	171	
24	Conveying Events	W.8.3d	336	172	
A6	Assessment –Self-Check and Peer Review	W.8.3, W.8.3b, W.8.3c, W.8.3d, W.8.3e	338	173	
Writing Performance Lesson 3 – Fairy Tale Villains			340-341	175-177	3

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Integrated Project 1: *Ur Gr8, LOL!*

Overview: 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.

Product: 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.

Integrates the following standards:
Grammar and Usage, Spelling, and Writing

Student Edition Pages: 178-181

Teacher Edition Pages: 345-356

DOK Level 4

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Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
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.	364	182	1-2
2	Multiple Meanings and Context		366	183	
3	Multiple Meanings and Context		368	184	
4	Multiple Meanings and Context		370	185	
A1	Assessment –Words in Context		372	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).	374	187	1-2
6	Greek and Latin Roots		376	188	
7	Greek Suffixes		378	189	
8	Greek Suffixes		380	190	
A2	Assessment – Greek and Latin Roots		382	191	
Vocabulary Acquisition and Use Performance Lesson 1 – Using Roots and Context			384-385	193-195	3
9	Figurative Language	L.8.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.	390	196	1-2
10	Figurative Language		392	197	
11	Figurative Language		394	198	
12	Figurative Language		396	199	
A3	Assessment – Figurative Language		398	200	
13	Word Relationships – Analogies	L.8.5b: Use the relationship between particular words to better understand both words.	400	201	1-2
14	Word Relationships – Analogies		402	202	
15	Word Relationships – Analogies		404	203	
16	Word Relationships – Analogies		406	204	
A4	Assessment – Word Relationships – Analogies		408	205	

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Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Connotation/Denotation	L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	410	207	1-2
18	Connotation/Denotation		412	208	
19	Connotation/Denotation		414	209	
20	Connotation/Denotation		416	210	
A5	Assessment – Connotation/Denotation		418	211	
Vocabulary Acquisition and Use Performance Lesson 2 – What Does It Mean?			420-421	213-216	3

Knowledge of Language

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
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).	430	217	1-2
2	Emphasizing the Action, Not the Actor		432	218	
3	Mood and Effect		434	219	
4	Subjunctive Mood and Effect		436	220	
A1	Assessment – Voice, Mood, Effect		438	221	
Knowledge of Language Performance Lesson – Voice, Mood, and Effect			440-441	223-226	3

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Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Text for Lessons 1-15 and Assessments 1-3: The Magic Bonbons by Frank L. Baum			452-455	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.	456	231	1-2
2	Text Evidence		458	232	
3	Text Evidence		460	233	
4	Text Evidence		462	234	
A1	Assessment – Text Evidence		464	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.	466	237	1-2
6	Plot and Character		468	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.	470	239	
8	Point of View		472	240	
A2	Assessment – Plot, Character, Point of View	RL.8.3, RL.8.6	474	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.	476	243	1-2
10	Word Meanings		478	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.	480	245	
12	Summary		482	246	
A3	Assessment – Word Meaning and Summary	RL.8.2, RL.8.4	484	247	
13	Theme	RL.8.2	486	249	1-2
14	Theme		488	250	
15	Theme		490	251	
16	Plot/Character	RL.8.3	492	252	
A4	Assessment – Theme, Plot, Character	RL.8.2, RL.8.3	494	253	

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Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Plot and Character	RL.8.3	496	255	1-2
18	Theme	RL.8.2	498	256	
19	Theme		500	257	
20	Theme		502	258	
A5	Assessment – Theme, Plot, Character		RL.8.2, RL.8.3	504	
Reading Literature Performance Lesson 1 – Elements of Literature			506-507	261-267	3
Text for Lessons 21-28, Assessments 6-7 – <i>Annabel Lee</i>			515	268	
21	Text Evidence	RL.8.1	516	269	1-2
22	Word Meaning in Text	RL.8.4	518	270	
23	Text Evidence	RL.8.1	520	271	
24	Word Meaning in Text	RL.8.4	522	272	
A6	Assessment – Text Evidence and Word Meaning	RL.8.1, RL.8.4	524	273	
Text for Lessons 25-28, Assessment 7 – <i>Perfect Woman</i>			526	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.	528	276	1-2
26	Poem Structure and Meaning		530	277	
27	Poem Structure and Meaning		532	278	
28	Poem Structure and Meaning		534	279	
A7	Assessment – Poem Structure and Meaning		536	280	
Reading Literature Performance Lesson 2 – Poetry Study			538-539	281-289	3

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Integrated Project 2: *What a Novel Idea!*

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.

Product: A reading group guide for a novel.

Integrates the following standards:

Vocabulary Acquisition and Use, Knowledge of Language,
and Reading Literature

Student Edition Pages: 290-303

Teacher Edition Pages: 549-570

DOK Level 4