



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

FIRST NINE WEEKS	OVERVIEW
	The Reading Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help readers develop and grow. Through the targeted lessons in this unit, students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
September 6-October 4 October 10-October 21	Aimsweb Beginning of Year NC Check-In #1 Mastery Connect

*Please see the assessment description at the bottom of this document.

UNIT	UNIT DURATION	PARENT /FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Unit 1: Launching Student will: Develop an understanding of themselves as readers -Develop habits of mind for engaging with a variety of texts -Learn and apply the expectations and routines for active participation in a reading community -Self-select appropriate texts	33 days	Reading Fundamentals Parent Information (includes sample lessons and assessments) CommonLit for Parents & Guardians	Standards Key: RL=Reading Literature RI=Reading Informational Text L=Language SL=Speaking & Listening W=Writing Introduce Tested Standards RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 Determine a theme 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.



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

<p>and apply self-monitoring skills</p> <ul style="list-style-type: none"> -Cite textual evidence to support analysis of text -Determine themes or central idea(s) of a text -Analyze story elements and their role in fiction -Use a variety of strategies to determine the meaning of challenging words and phrases in a text -Analyze the impact of word choices on meaning and tone <p>Analyze how the structure of texts supports meaning</p> <ul style="list-style-type: none"> -Utilize multimedia sources to support understanding of a topic -Apply comprehension strategies to increase proficiency in understanding complex texts across fiction, poetry, and nonfiction 			<p>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.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.</p> <p>RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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.</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

<p>-Prepare for and engage in a range of collaborative conversations to deepen their own and others' understanding of texts</p> <p>-Write routinely to process their thinking about texts</p> <p>-Set and monitor goals for themselves as readers</p>			<p>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.</p> <p>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.</p> <p>L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.8.5a Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context based on grade 8 reading and content.</p> <p>Secondary Standards (standards listed at end of document)</p> <p>RL.8.5 RL.8.7 RL.8.9 RL.8.10 RI.8.7 RI.8.9 RI.8.10 W.8.4 W.8.5 W.8.6 SL.8.1</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

			SL.8.2 SL.8.3 SL.8.4 SL.8.5 L.8.1 L.8.2 L.8.3 L.8.5b L.8.6 Teachers have the choice to teach W.8.3 at the end of Unit 1: Launching OR Unit 2: Fiction.
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SECOND NINE WEEKS	OVERVIEW
	By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
January 3-February 2 January 9-January 20	Aimsweb Middle of Year NC Check-In #2 Mastery Connect

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Unit 2: Fiction Students will: -Understand that there are subgenres	40 days	Reading Fundamentals Parent Information (includes sample	Focus Standards RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

<p>of fiction that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story</p> <ul style="list-style-type: none"> -Understand that fiction texts have particular elements and chronological structures -Understand that there are different types of conflicts and resolutions present in fiction -Recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development -Explore and evaluate characters' points of view and the effects differing points of view or perspectives have on a story -Understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text -Question what they read with the goal of 		<p>lessons and assessments)</p> <p>CommonLit for Parents & Guardians</p>	<p>inferences drawn from the text.</p> <p>RL.8.2 Determine a theme 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.</p> <p>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.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.</p> <p>L.8.5a Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context based on grade 8 reading and content.</p> <p>Secondary Standards</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

<p>developing a deep understanding of the text and the author's purpose</p> <ul style="list-style-type: none"> -Actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers -Recognize that fictional stories contain dialogue that propels the action, reveals aspects of characters, and/or provokes a decision -Interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone -Expect comprehension challenges when reading fiction and apply self-monitoring skills and strategies to construct meaning -Critically read texts to identify who is telling the story and from what point of view, as well as how 			<p>(standards listed at end of document)</p> <p>RL.8.5 RL.8.7 RL.8.9 RL.8.10 RI.8.7 RI.8.9 RI.8.10 W.8.4 W.8.5 W.8.6 SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 L.8.1 L.8.2 L.8.3 L.8.5b L.8.6</p> <p>Teachers have the choice to teach W.8.3 at the end of Unit 1: Launching OR Unit 2: Fiction.</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

these reliable or unreliable points of view contribute to the author's purpose across the text

- Recognize how particular themes are illustrated by motifs or repetition of images and phrases, which shed light on the theme
- Compare and contrast the structure of texts and analyze how the different structures contribute to the meaning and style
- Identify and compare modern-day literature that draws on the themes, characters, and patterns of traditional tales
- Engage in collaborative discussions on a range of texts, topics, and issues to build upon others' ideas and to express their own clearly
- Compare and contrast texts with movie, stage, audio, or multimedia versions that address similar stories and themes



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

-Interpret, analyze, and evaluate texts by making connections to other texts and synthesize their new thinking through writing			
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THIRD NINE WEEKS	OVERVIEW
	This unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction, as well as ways to work through difficult text—essential skills for any reader. By reading and studying three types of nonfiction (reference, literary, and biography), students will develop an understanding of various forms, features, and purposes of nonfiction. Their reading of nonfiction texts will be enhanced by an understanding of the structure, layout, and text features associated with each particular type of nonfiction writing.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Unit 3: Nonfiction Students will: Read a variety of types of reference and literary nonfiction, including essays, speeches, memoirs, and biographies Use knowledge of genre, text structure, and text features to support understanding Use comprehension strategies before,	36 days	Reading Fundamentals Parent Information (includes sample lessons and assessments) CommonLit for Parents & Guardians	Focus Standards RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 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.



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

<p>during, and after reading to monitor and deepen comprehension</p> <ul style="list-style-type: none"> -Employ a repertoire of strategies to figure out unfamiliar vocabulary (including technical language) while reading -Use textual evidence to support thinking about nonfiction reading in both conversation and writing -Infer an author's purpose or viewpoint -Summarize and synthesize information to determine important ideas -Analyze the impact of the author's language choices on the meaning and tone of the text -Analyze and evaluate arguments presented in nonfiction texts -Synthesize and compare information across texts and in various formats (e.g., print, visual, multimedia) -Determine and pursue meaningful goals for enhancing 			<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

the reading of nonfiction			<p>strategies: context clues, word parts, word relationships, and reference materials.</p> <p>Secondary Standards (standards listed at end of document)</p> <p>RL.8.5 RL.8.7 RL.8.9 RL.8.10 RI.8.7 RI.8.9 RI.8.10 W.8.4 W.8.5 W.8.6 SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 L.8.1 L.8.2 L.8.3 L.8.5b L.8.6</p> <p>Teachers may teach either W.8.1 OR W.8.2 during this unit. (The standard NOT selected for this unit will be taught in Unit 4.)</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

FOURTH NINE WEEKS	OVERVIEW
	The lessons in the Reading Fundamentals content literacy units are designed to allow students to develop their background knowledge, or schema, and use it as they progress through the study. This gradual acquisition of knowledge through inquiry is a foundation of content literacy and builds engagement and enthusiasm for learning. The lessons in this unit allow students to immerse themselves in what they are learning while enhancing critical comprehension skills and developing an interpretive voice through their writing and speaking.
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
April 28-May 25 March 27-April 6	Aimsweb End of Year NC Check-In #3 Mastery Connect

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Unit 4: The Women's Suffrage Movement Students will: -Participate in shared research and inquiry about the topic of study -Recognize how new learning relates to essential questions in a historical study -Cite relevant textual evidence to support thinking about reading in both conversation and writing -Use prior knowledge and textual information to make	33 days	Reading Fundamentals Parent Information (includes sample lessons and assessments) CommonLit for Parents & Guardians	Focus Standards RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 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. RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. RI.8.4 Determine the meaning of words and phrases as they are used in a



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

<p>inferences, draw conclusions, and synthesize information across texts</p> <ul style="list-style-type: none"> -Employ a repertoire of strategies to recognize, define the meaning of, and apply challenging academic and domain-specific vocabulary -Deal with the challenges of complex text by reading closely, monitoring confusion, and applying comprehension strategies -Learn and analyze key information from a variety of nonfiction sources, including reference nonfiction, speeches, memoirs, biography, poetry, and multimedia sources such as political cartoons -Infer an author's point of view and how it affects the meaning of a text -Analyze speeches for meaning, organization, and rhetorical devices -Compare and contrast multiple primary and 			<p>text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>Secondary Standards</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

<p>secondary sources about a controversial issue to form independent judgments of actions and events in history</p> <ul style="list-style-type: none"> -Effectively contribute to peer discussions to clarify and develop thinking and identify key ideas -Determine and analyze content for cause and effect relationships -Analyze information in texts to determine importance, summarize key ideas, and synthesize important lessons and concepts -Select appropriate online resources for accuracy and relevance -Apply the lessons of historical study to present-day issues -Clearly communicate content understanding both orally and in writing -Demonstrate synthesis and extension of learning by writing and delivering an argumentative speech with a clear 			<p>(standards listed at end of document)</p> <p>RL.8.5 RL.8.7 RL.8.9 RL.8.10 RI.8.7 RI.8.9 RI.8.10 W.8.4 W.8.5 W.8.6 SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 L.8.1 L.8.2 L.8.3 L.8.5b L.8.6</p> <p>Teachers may teach either W.8.1 OR W.8.2 during this unit. (The standard NOT selected for this unit will be taught in Unit 3.)</p>
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Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

thesis, strong reasons and evidence, a rebuttal of opposing arguments, and appropriate vocabulary and rhetorical devices			
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Assessment Descriptions

aimswebPlus is a universal screening assessment given to all students three times a year. Universal screeners are quick, standardized assessments that measure academic skills for reading and math. These measures help schools inform instruction, identify students at risk, and help teachers determine why the student may be at risk.

NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action-data and a reliable estimate of students' current performance on the selected sub-set of content standards.

Secondary Standards

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.

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

RL.8.10 By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

- RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- RI.8.10** By the end of grade 8, read and understand informational texts at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
- 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.
- W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4** Use digital tools and resources to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.5** 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.8.6** 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.
- SL.8.1** 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. **b.** Follow rules for collegial discussions and decision-making, track 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. **d.** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.



Middle School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 8

SL.8.3 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.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.

L.8.5b Demonstrate understanding of figurative language and nuances in word meanings. Distinguish among the connotations of words with similar denotations.

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.