

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Engage in effective collaborative discussions and analyze information presented.

Evidence Outcomes

Students Can:

- a. 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. (CCSS: SL.8.1)
 - i. 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. (CCSS: SL.8.1a)
 - ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
 - iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
 - iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
- b. Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)
- c. 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. (CCSS: SL.8.3)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
3. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills, Collaboration/Teamwork)

Essential Questions:

1. What does good listening look like?
2. How do individuals contribute to the success of a team?
3. Do all teams need leaders?
4. How is asking questions a useful strategy in learning?

Essential Reasoning Skills:

1. Expand on others' observations and claims with relevant evidence, insights and ideas.
2. Identify and question assumptions and inferences.
3. Determine the presence or absence of logical relationships.

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Design organized presentations incorporating key details and claims while tailored for purpose and audience.

Evidence Outcomes

Students Can:

- a. 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. (CCSS: SL.8.4)
- b. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)

Academic Context and Connections

Colorado Essential Skills:

1. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication)
2. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:

1. How do delivery techniques change in relation to audience purpose or content?
2. How does language help or hurt the message being communicated?
3. How do presenters determine what information is relevant when preparing a report or presentation?
4. How do speakers know if an audience is actively engaged in a presentation?
5. What are the structural elements of a speech and what strategies can be used to enhance each part?

Essential Reasoning Skills:

1. Take a position on an issue and support it using quality reasoning.
2. Recognize rhetorical appeals (logos, ethos, pathos).
3. Identify and correct common fallacies in reasoning.

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Analyze and evaluate literary elements and an author's choices to understand literary text.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
 - ii. 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. (CCSS: RL.8.2)
 - iii. 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. (CCSS: RL.8.3)
- b. Use Craft and Structure to:
 - i. 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. (CCSS: RL.8.4)
 - ii. 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. (CCSS: RL.8.5)
 - iii. Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. 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. (CCSS: RL.8.7)

- ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)
- d. Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
2. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Essential Questions:

1. How do authors develop theme?
2. How do authors convey mood?
3. How do different authors approach story elements?

Essential Reasoning Skills:

1. Apply a concept in a new context (for example, write an alternative ending to a story).
2. Interpret themes and apply them to life.
3. Justify or critique interpretations of text.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Analyze and evaluate an author's choices to understand informational text.

Evidence Outcomes

Students Can:

a. Use Key Ideas and Details to:

- i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
- ii. 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. (CCSS: RI.8.2)
- iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)

b. Use Craft and Structure to:

- i. 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. (CCSS: RI.8.4)
- ii. 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. (CCSS: RI.8.5)
- iii. 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. (CCSS: RI.8.6)

c. Use Integration of Knowledge and Ideas to:

- i. Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)

- ii. 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. (CCSS: RI.8.8)
 - iii. 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. (CCSS: RI.8.9)
- d. Range of Reading and Level of Text Complexity
- i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (CCSS: RI.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)



Essential Questions:

1. How do we evaluate an author's credibility?
2. How do visuals convey information?
3. How can bias influence a reader?
4. What elements make a text more attractive to some readers than others?

Essential Reasoning Skills:

1. Analyze the points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.
2. Differentiate between valid and faulty generalizations.
3. Identify common reasoning fallacies in print and non-print sources.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

Evidence Outcomes

Students Can:

- a. Determine 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. (CCSS: L.8.4)
 - i. Use context (for example: 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. (CCSS: L.8.4a)
 - ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *precede, recede, secede*). (CCSS: L.8.4b)
 - iii. Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)
 - iv. Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
 - i. Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a)
 - ii. Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)

- iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: bullheaded, willful, firm, persistent, resolute). * (CCSS: L.8.5c)
- c. 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. (CCSS: L.8.6)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
2. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills, Collaboration/Teamwork)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

Essential Questions:

1. How does the history of language affect our understanding of a text?
2. How does slang, dialect, or colloquial language affect a listener?
3. How do we learn new words?



Essential Reasoning Skills:

1. Apply knowledge of affixes and roots to determine the meaning of unfamiliar words.
2. Discern layers of meaning, both denotative (literal) and connotative (implied).
3. Discern shades of meaning; arrange similar terms along a continuum of meaning.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.

Evidence Outcomes

Students Can:

- a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1)
 - i. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a)
 - ii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b)
 - iii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c)
 - iv. Establish and maintain a formal style. (CCSS: W.8.1d)
 - v. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)

Academic Context and Connections

Colorado Essential Skills:

1. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)
2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

Essential Questions:

1. What techniques do authors use to persuade readers?
2. How can authors use diction to convince or persuade others?
3. How do writers select evidence to best support their claim(s)?

Essential Reasoning Skills:

1. Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.
2. Take a position on an issue and support it using quality reasoning.
3. Identify common properties in a range of examples.

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.

Evidence Outcomes

Students Can:

- a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
 - i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
 - ii. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
 - iii. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
 - iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
 - v. Establish and maintain a formal style. (CCSS: W.8.2e)
 - vi. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. What techniques do writers use to “hook” their readers?
2. What tools do writers use to summarize ideas?
3. What kind of organization is most effective in informational writing?
4. How do writers know when they have given enough information?
5. Are all styles of informational writing equally appropriate?

Essential Reasoning Skills:

1. Identify purpose, question(s) at issue and point of view of texts they plan to write.
2. Monitor selected sources and check the credibility of the author of the source before using it in their work.
3. Recognize and correct errors in reasoning.

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

Evidence Outcomes

Students Can:

- a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
 - i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a)
 - ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)
 - iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
 - iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d)
 - v. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
 - vi. Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

Academic Context and Connections

Colorado Essential Skills:

1. Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Entrepreneurial Skills, Creativity/Innovation)
2. Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mind-set.” (Personal Skills, Self-Awareness)
3. Establish goals for communication and plan out steps accordingly. [Civic/Interpersonal Skills, Communication (using information and communications technologies)]

Essential Questions:

1. What are the elements of a well-developed character?
2. How do authors use imagery to create tone?
3. What makes text elements engaging to a reader?
4. How does foreshadowing create connections for a reader?

Essential Reasoning Skills:

1. Identify and explore the structure of narrative texts.
2. Use descriptive language effectively to create narrative settings and build characters.

Prepared Graduates:

9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:

4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

Evidence Outcomes

Students Can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
 - i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
 - ii. Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
 - iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c)
 - iv. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)
 - i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)
 - ii. Use an ellipsis to indicate an omission. (CCSS: L.8.2b)
 - iii. Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.8.2c)
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3)
 - i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)

- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
- e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
- f. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)
- g. 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. (CCSS W.8.10)

Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-direction)
2. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management).



Essential Questions:

1. How does the use of correct grammar, usage, and mechanics add clarity to writing?
2. How can various tools help a writer edit work?
3. What are some common punctuation errors? How can writers avoid these challenges in the future?
4. When is it beneficial to use the thesaurus?

Essential Reasoning Skills:

1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, and presentation.
2. Explain how intentional violations of the conventional rules impact a reader's perceptions.

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

Evidence Outcomes

Students Can:

- a. 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. (CCSS: W.8.7)
- b. 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. (CCSS: W.8.8)
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9)
 - i. Apply *grade 8 Reading standards* to literature (for example: “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). (CCSS: W.8.a)
 - ii. Apply *grade 8 Reading standards* to literary nonfiction (for example: “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”). (CCSS: W.8.9b)

Academic Context and Connections

Colorado Essential Skills:

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we know what resources meet our needs?
2. What do we do when our immediate resources are not adequate?
3. How do we know our information is reliable?
4. What organizational strategy best suits this research?
5. How do we determine the most appropriate format for presenting our research?
6. How do we cite our research?



Essential Reasoning Skills:

1. Clearly define research questions, problems, and/or tasks.
2. Infer information from unfiltered search results.
3. Critique sources for bias, missing perspectives, misquotes, falsified images, and/or faulty logic..
4. Synthesize information by comparing/contrasting, classifying, and sequencing.
5. Determine appropriate ways to communicate findings and conclusions.