

Bemidji Area Schools English Language Arts Grade 8 Outcomes

L e v e l	Strand/Sub- strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	4. READING Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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. Analyze and evaluate the relationships among elements of fiction. Respond to literature using ideas and details from the text to support reactions and make literary connections.	Novel Units Menu of choices <ul style="list-style-type: none"> ● Touching Spirit Bear ● * Call of the Wild ● Memory Boy ● The Pearl ● Night ● * The Outsiders 	Study guides Chapter quizzes Response Journals Final novel exams A/R novel tests
8	4. READING Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1. Determine a theme or central idea of a text, including those by and about Minnesota American Indians , 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.	Summarize and paraphrase main idea and supporting details. Respond to literature using ideas and details from the text to support reactions and make literary connections.	Literary terms analysis Collage project Figurative language analysis (<u>Night</u>) Response Journals Final unit tests
8	4. READING Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2. 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.	*Diary of Anne Frank drama Analyze and evaluate the relationships among elements of fiction.	
8	4. READING Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	3. 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.	Vocabulary from above novels Analyze and evaluate how figurative language and literary devices contribute to the meaning of a text. Respond to and analyze the effects of sound, form, figurative language and graphics in order to uncover meaning in poetry. Determine the meaning of unknown words by using a dictionary or context clues. Recognize and interpret words with multiple meanings. Identify and explain analogies, similes and metaphors.	

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	4. READING Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	4. 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.	<u>Night</u> – Diary of Anne Frank Novel units	Literary terms analysis Collage project Figurative language analysis (<u>Night</u>) Response Journals Final unit tests
8	4. READING Literature	6. Assess how point of view or purpose shapes the content and style of a text.	5. 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.	Analyze a character's traits, emotions or motivation and give supporting evidence from the text.	
8	4. READING Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	Analysis of film adaptations of novels and short stories read through comparison/contrast	Writing differences between written text and movie – discussion of plot changes and how it affects reader's view of work
8	4. READING Literature	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)	Sampling of persuasive texts in preparation for	Reading practice quizzes Sample readings of essays
8	4. READING Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians , or religious works such as the Bible, including describing how the material is rendered new.		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	4. READING Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	10. By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks. b. Read widely to understand multiple perspectives and pluralistic viewpoints.	Selections (essay, short stories, drama, poetry) from literature anthology text* 1-2 book requirement per quarter – outside of classroom reading	Reading analysis – “Quick writes” Questions at end of chapters Vocabulary, spelling and grammar worksheets End of unit writing assignments and comprehension tests Discussion groups Renaissance Learning tests
8	5. READING Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.	Reading preps for MCAs Literature and novel readings	Practice quizzes Essay questions analyzing texts
8	5. READING Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.		
8	5. READING Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	5. READING Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	Reading preps for MCAs Literature and novel readings Determine the meaning of unknown words by using a dictionary or context clues. Recognize and interpret words with multiple meanings. Analyze and evaluate how figurative language and literary devices contribute to the meaning of a text. Respond to and analyze the effects of sound, form, figurative language and graphics in order to uncover meaning in poetry.	Vocabulary exercises <u>Night</u> final project
8	2. READING Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	Geography and Science	Geography – textbook Scavenger hunt Science text reading in class
8	5. READING Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	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.	Narrative nonfiction in Literature Book “An American Experience” Critically read and evaluate to determine the author’s purpose, point of view, audience and message. Distinguish fact from opinion in two selections on the same topic and give evidence. Follow written directions in technical reading.	
8	5. READING Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	* <u>Call of the Wild</u> film <u>The Pearl</u> film “Email to Bill Gates” Analysis of differences between genres	Email exercise in communication

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	5. READING Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.	Science and Social Studies texts and various readings Evaluate the adequacy, accuracy, and appropriateness of the author's evidence in a persuasive text. Distinguish fact from opinion in two selections on the same topic and give evidence.	
8	5. READING Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures , provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<u>Touching Spirit Bear</u> – novel <u>*Call of the Wild</u> <u>The Pearl</u>	Writing exercises and discussion concerning how native peoples are depicted/treated in various texts
8	5. READING Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	10. 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. a. Self-select texts for personal enjoyment, interest, and academic tasks.	Various biographies from Media Center	“Biography on a Cart” reports

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	7. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>*<u>Writing Coach</u> – textbook</p> <p>Persuasive Essay unit</p> <p>Samples of essays</p>	<p>Persuasive Essay unit</p> <ul style="list-style-type: none"> - Research - Thesis statement writing - Peer editing

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	7. WRITING	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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 on aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>*Literature Book Novels Drama</p> <p>*<u>Writing Coach</u> - textbook</p>	<p>Essay question responses from readings Response journal writings for: *<u>The Call of the Wild</u> <u>The Pearl</u> *<u>The Outsiders</u></p>

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	7. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme , and reflection, to develop experiences, events, and/or characters. c. 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. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.	Personal experience Readings: “Coming of Age” and “Overcoming Obstacles” Reading units in: *Literature Book * <u>Writing Coach</u> unit <u>Poetry Unit</u> in literature book	Personal experience essay Overcoming obstacles essay Autobiographical essay Personal poem writing
8	7. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	7. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach.	5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 73.)	6 Traits Unit in <i>*Writing Coach</i> and Literature book examples	Peer editing for all essays
8	7. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. 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.	Computer research for various projects in Science, Language Arts and Geography	
8	7. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. 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.		Planet projects Constellation projects Weather brochure
8	7. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. 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.		State projects

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	7. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “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>Literature Book</p> <p>Geography supplemental reading re: current events</p> <p>Folk tales and “oral tradition” texts from Literature books</p>	<p>Discussion and Writing prompts</p>
8	7. WRITING	10. 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 tasks, purposes, and audiences.	<p>10. 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.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>Journal prompts obtained from various sources</p> <p>Practice State Writing assessment</p>	<p>Weekly journaling</p> <p>Writing prompt from State Writing assessment</p>

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. e. Cooperate, mediate, and problem solve to make decisions or build consensus as appropriate for productive group discussion. 	Geography and Science activities and Curriculum	Skyjack activity in Geography Students are assigned to a country and through various activities must negotiate hostage releases – there is a culminating writing exercise at the end. In Science, students must work together to determine supplies to salvage to survive on the moon.

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Geography and Science activities and Curriculum	Skyjack activity in Geography Students are assigned to a country and through various activities must negotiate hostage releases – there is a culminating writing exercise at the end. In Science, students must work together to determine supplies to salvage to survive on the moon.
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Delineate and respond to a speaker's argument, specific claim, and intended audience , evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Geography and Science activities and Curriculum Daily newspapers provided for classroom use	
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Present claims and findings, respect intellectual properties, emphasize 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.	Speeches – both demonstration and presenting persuasive essay information	Peer review of presentations Rating sheets from teacher and others who would hear various presentations (ex. Science Fair judges)
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Group presentations in science Science Fair project presentations	
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts, audiences , tasks, and feedback from self and others , demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 73 for specific expectations.)		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p>7. Understand, analyze, and use different types of print, digital, and multimodal media.</p> <p>a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, advertisements).</p> <p>b. Critically analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).</p> <p>c. Analyze design elements of various kinds of media productions to observe that media messages are constructed for a specific purpose.</p> <p>d. Recognize ethical standards and safe practices in social and personal media communications.</p>	The Middle School has been without a licensed Media Specialist to assist in completing these standards Bemidji Middle School does not have up-to-date materials to effectively execute these standards	
8	9. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	<p>8. As an individual or in collaboration, create a persuasive multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.</p> <p>a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.</p> <p>b. Publish the work and share with an audience.</p>		

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	11. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	*Literature Book *Writing Coach Supplemental materials with novels	Grammar/parts of speech units involving worksheets, presentations, games, writing exercises Teacher/peer editing of essays and other writing
8	11. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.		
8	11. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. 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).	*Writing Coach 6 Traits Writing	Writing exercises, worksheets, quizzes

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	11. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate.	2. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). c. Consult general and specialized reference materials (e.g., 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Various worksheets, reading examples *Literature Book Dictionary usage	Weekly supplemental Vocabulary sheets
8	11. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	<u>Night</u> Vocabulary lists of words from all readings	<u>Night</u> language final project

Level	Strand/Sub-strand	Anchor Standard	Benchmark	Curriculum	Assessment
8	11. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. 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.	<u>Night</u> Vocabulary lists of words from all readings	<u>Night</u> language final project