Reading/Language
8th Grade

ENG 200 English (Literature Genres I)
No graduation credit
5 days per week; 1 year
Taught in English

This is a ***required course for all 8th grade students*** in both the Mexican and/or U.S. diploma program. Major content areas in this course include the continued development of the writing process, with an emphasis on expressive and descriptive writing; world mythology; reading of novels; basic grammar; research skills; and the ability to develop a personal point of view and defend it through both writing and speaking. Students may produce a creative writing anthology, a mythology play, create informative and dramatic speeches and establish effective reading habits.

Textbook:	Beers, Kylene, el al. Elements of Literature – Second Course. Holt, Rinehart, and Winston: Austin, Texas, (2009 Edition)
Prerequisite:	ENG 100

Strand 1 = Literature
Strand 2 = Informational Text
Strand 3 = Writing
Strand 4 = Speaking and Listening
Strand 5 = Language

Code: Common Core State Standards. English Language Arts-Strand.Standard#
Example: CCSS.ELA-Literacy.RL.8.1= Common Core State Standards. English Language Arts-Reading Literacy.8.1

Strand 1: Literature

Standard 1: The student reads closely to identify key ideas and details in literature.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.8.1	The student will cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2	The student will 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, and provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	The student will 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.

Standard 2: The student identifies the craft and structure of a story or selection.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.8.4	The student will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.5	The student will 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.ELA-Literacy.RL.8.6	The student will 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.

Standard 3: The student integrates knowledge and ideas in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.8.7	The student will 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.ELA-Literacy.RL.8.9	The student will 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.

Standard 3: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.8.10	The student will read and comprehend literature, including stories, dramas, and poems, in the grade 8 text complexity band independently and proficiently by the end of the year.

Strand 2: Informational Texts

Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RI.8.1	The student will 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.ELA-Literacy.RI.8.2	The student will 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.ELA-Literacy.RI.8.3	The student will analyze how a text makes connections among and distinctions between individual, ideas, or events (e.g., through comparisons, analogies, or categories).

Standard 2: The student identifies the craft and structure of an informational text.

Benchmark Code	Benchmark
CCSS.ELA-8 Literacy.RI.8.4	The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.5	The student will 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.ELA-Literacy.RI.8.6	The student will 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.

Standard 3: The student integrates knowledge and ideas in informational text.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.RI.8.7	The student will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.RI.8.8	The student will 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.ELA-Literacy.RI.8.9	The student will 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.

Standard 4: The student increases own range of reading and level of text complexity in literature.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.RI.8.10	The student will read and comprehend literary nonfiction at the high end of the grade 8 text complexity band independently and proficiently by the end of the year.

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Strand 3: Writing

Standard CCSS.ELA-Literacy.W.8.1: The student writes arguments to support claims with clear reasons and relevant evidence.	
Benchmark Code	**Benchmark**
CCSS.ELA-Literacy.W.8.1.A	The student will introduce claim(s), and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1.B	The student will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1.C	The student will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1.D	The student will establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1.E	The student will provide a concluding statement or section that follows from and supports the argument presented.
Standard CCSS.ELA-Literacy.W.8.2: The student writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Benchmark Code	**Benchmark**
CCSS.ELA-Literacy.W.8.2.A	The student will 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.
CCSS.ELA-Literacy.W.8.2.B	The student will develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2.C	The student will use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.8.2.D	The student will use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2.E	The student will establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.2.F	The student will provide a concluding statement or section that follows from and supports the information or explanation presented.
Standard CCSS.ELA-Literacy.W.8.3: The student write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	
Benchmark Code	**Benchmark**
CCSS.ELA-Literacy.W.8.3.A	The student will 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.ELA-Literacy.W.8.3.B	The student use narrative techniques, such as dialogue, pacing, and description and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.8.3.C	The student will 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.ELA-Literacy.W.8.3.D	The student will use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.8.3.E	The student will provide a conclusion that follows from and reflects on the narrated experiences or events.

Standard 2: Production and Distribution of Writing

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.8.4	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.5	The students will 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 with some guidance and support from peers and adults.
CCSS.ELA-Literacy.W.8.6	The student will 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.

Standard 3: Research to Build and Present Knowledge

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.8.7	The student will 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 or exploration.
CCSS.ELA-Literacy.W.8.8	The students will 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.ELA-Literacy.W.8.9	The student will draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard 4: Range of Writing	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.8.10	The student will 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.

Strand 4: Speaking and Listening

Standard 1: The student effectively applies listening and speaking strategies.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.SL.8.1.A	The student will come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, test, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.B	The student will follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.C	The student will pose questions connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1.D	The student will acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.2	The student will 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.
CCSS.ELA-Literacy.SL.8.3	The student will delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCSS.ELA-Literacy.SL.8.4	The student will 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.ELA-Literacy.SL.8.5	The student will include multimedia components and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.SL.8.6	The student will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strand 5: Language

Standard 1: Language Conventions: The student will demonstrate command of the conventions of standard English grammar/ usage and capitalization, punctuation, and spelling when writing when writing or speaking.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.8.1.A	The student will explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences..
CCSS.ELA-Literacy.L.8.1.B	The student will form and use verbs in the active and passive voice.
CCSS.ELA-Literacy.L.8.1.C	The student will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS.ELA-Literacy.L.8.1.D	The student will recognize and correct inappropriate shifts in verb voice and mood.
CCSS.ELA-Literacy.L.8.2.A	The student will user punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-Literacy.L.8.2.B	The student will use an ellipsis to indicate an omission.
CCSS.ELA-Literacy.L.8.2.C	The student will spell correctly.

Standard 2: Knowledge of Language

Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.8.3.A	The student will use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Standard 3: Vocabulary Acquisition and Use. The student determines the meaning of unknown words and phrases, understands word relationships in own meaning, and uses acquired words and phrases.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.8.4.A	The student will 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.
CCSS.ELA-Literacy.L.8.4.B	The student will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a words (e.g. *precede, recede, secede).*
CCSS.ELA-Literacy.L.8.4.C	The student will consult 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.

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CCSS.ELA-Literacy.L.8.4.D	The student will 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).
CCSS.ELA-Literacy.L.8.5.A	The student will interpret figures of speech (e.g., *verbal, irony, puns*) in context.
CCSS.ELA-Literacy.L.8.5.B	The student will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CCSS.ELA-Literacy.L.8.5.C	The student will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
CCSS.ELA-Literacy.L.8.6	The student will 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.