

**Anchor Standard**

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.

**RL.8.1**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Essential Skills and Concepts:**

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using several pieces from the text
- Provide varying degrees of support (evidence)

**Question Stems and Prompts:**

- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that\_\_\_\_\_.
- ✓ In your opinion, what textual evidence most strongly supports your analysis? Why do you think that?

**Academic Vocabulary**

- cite
- analyze
- explicit
- textual evidence
- inference
- conclude

**Spanish Cognates**

- citar
- analizar
- explícito
- inferencia
- concluir

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RL.8.2**

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Essential Skills and Concepts:**

- Determine theme or central idea
- Analyze theme/central idea development
- Make inferences
- Formulate an objective summary of the text
- Understand theme /character relationships
- Understand theme/setting
- Understand theme/plot

**Question Stems and Prompts:**

- ✓ What is the theme or central idea?
- ✓ Cite evidence from the text to support your determination of the theme/central idea.
- ✓ An example of how the theme develops/recurs in the text is\_\_\_\_\_.
- ✓ How can you objectively summarize the text?
- ✓ How does the development of character, setting, and/ or plot contribute to the central theme or idea?

**Academic Vocabulary**

- determine
- theme
- central idea
- analyze
- objective
- summarize
- cite evidence

**Spanish Cognates**

- determinar
- tema
- idea central
- analizar
- objetivo
- resumir

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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.

**Essential Skills and Concepts:**

- ❑ Understand causal relationship of dialogue and/or events on plot development
- ❑ Identify character traits or aspects

**Question Stems and Prompts:**

- ✓ What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- ✓ What is revealed about the character by events or dialogue?
- ✓ Why would the character act this way?
- ✓ What decision is provoked by \_\_\_\_\_ incident?

**Academic Vocabulary**

- dialogue
- incident
- propel
- aspect
- reveal
- provoke

**Spanish Cognates**

- diálogo
- incidente
- propulsar
- aspecto
- revelar
- provocar

**Anchor Standard**

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.

**RL.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA

**Essential Skills and Concepts:**

- ❑ Understand connotations
- ❑ Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- ❑ Understand how word choice impacts meaning
- ❑ Understand how word choice impacts tone
- ❑ Identify and understand the use of analogies and allusion

**Question Stems and Prompts:**

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ How does the author’s use of figurative language impact the meaning of the text?
- ✓ The word/phrase is an example of \_\_\_\_\_.
- ✓ Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- ✓ How does the author’s use of repetition of sounds impact the tone of the text?
- ✓ According to this passage, an \_\_\_\_\_ is like a \_\_\_\_\_ because both \_\_\_\_\_.
- ✓ The author uses connotation to \_\_\_\_\_.
- ✓ What is the meaning of the analogy \_\_\_\_\_?
- ✓ What does \_\_\_\_\_ allude to?

**Academic Vocabulary**

- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- tone
- word choice
- determine
- analogies
- allusions

**Spanish Cognates**

- analizar
- específico
- impacto
- tono
- determiner
- analogías

**Anchor Standard**

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.

**RL.8.5**

Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style.

**Essential Skills and Concepts:**

- ❑ Understand text structures and their forms
- ❑ Understand and analyze how text structure contributes to the meaning of a text
- ❑ Compare and contrast structures of text

**Question Stems and Prompts:**

- ✓ What is the structure of each text?
- ✓ How are the structures similar/different?
- ✓ What is the meaning of each text?
- ✓ How does the structure of the text contribute to its meaning?
- ✓ How would the meaning of the text have been different if it were written as a \_\_\_\_\_?

**Academic Vocabulary**

- analyze
- text structure
- contribute
- compare
- contrast
- differ

**Spanish Cognates**

- analizar
- estructura del texto
- contribuir
- comparar
- contrastar

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Essential Skills and Concepts:**

- ❑ Explain and identify various points of view of characters
- ❑ Understand and explain the development of the narrator’s point of view
- ❑ Contrast the points of view of the character(s) and the audience/reader
- ❑ Determine the effect of differing points of view
- ❑ Recognize and understand text devices (eg. irony)
- ❑ Recognize and understand text effects (eg. suspense, humor)

**Question Stems and Prompts:**

- ✓ What are the characters’ points of view?
- ✓ Which words from the \_\_\_\_\_ show that it is written in \_\_\_\_\_ person?
- ✓ How does the author’s word choice help to develop the narrator/ speaker’s point of view?
- ✓ Does the character’s point of view differ from that of the audience? If so what effect is created?

**Academic Vocabulary**

- author
- point of view
- develop
- narrator
- omniscient
- subjective
- objective
- point of view
- dramatic
- effect
- suspense

**Spanish Cognates**

- autor(a)
- punto de vista
- narrador(a)
- omnisciente
- subjetivo
- objetivo
- punto de vista
- dramático
- efecto
- suspense

**Anchor Standard**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**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.

**Essential Skills and Concepts:**

- ❑ Compare & contrast a production of a drama or story with the text or script
- ❑ Determine and evaluate the effect of variance from the text or script

**Question Stems and Prompts:**

- ✓ How does the production differ from the text or script?
- ✓ Why do you think the director chose to depart/stay faithful to the text or script?
- ✓ Do you agree with the director’s choice why or why not?
- ✓ Evaluate the effectiveness of the media techniques used to portray the work.
- ✓ Select an event from the book and compare it to a scene from the production. How are they different and why?
- ✓ What senses were most stimulated by the production?
- ✓ What medium most impacts your understanding of the selected work?
- ✓ How does reading a story compare to the audio or video version?

**Academic Vocabulary**

- analyze
- production
- depart
- faithful
- evaluate
- extent
- director
- production
- event
- senses
- medium
- techniques
- portray

**Spanish Cognates**

- analizar
- producción
- fiel
- evaluar
- director
- producción
- sentidos
- técnicas

Standard RL.8.8 is not applicable to eighth grade

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**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 such as the Bible, including describing how the material is rendered new.

**Essential Skills and Concepts:**

- ❑ Identify themes, pattern of events & character types in literature
- ❑ Compare modern fictional elements with traditional pieces
- ❑ Identify how similar elements are modernized

**Question Stems and Prompts:**

- ✓ What are the theme patterns of events and or character types of the texts?
- ✓ How do the elements in the modern texts compare with traditional works?
- ✓ What changes are made to the \_\_\_\_\_, to modernize it?

**Academic Vocabulary:**

- analyze
- theme
- myth
- traditional
- render
- modern
- religious
- elements
- deviate

**Spanish Cognates**

- analizar
- tema
- mito
- tradicional
- moderno
- religioso
- elementos

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RL.8.10**

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.

**Essential Skills and Concepts:**

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts
- Make an effort to independently read texts of increasing complexity
- Monitor comprehension

**Question Stems and Prompts:**

- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ What genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literature?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the plot and theme of the text.

**Academic Vocabulary**

- text complexity
- independent
- proficient
- comprehend
- genre
- fiction
- nonfiction

**Spanish Cognates**

- independiente
- comprender
- género
- ficción
- no-ficción

**Anchor Standard**

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.

**RI.8.1**

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Essential Skills and Concepts:**

- Identify what is explicitly stated in text
- Identify inference that can be drawn from the text
- Analyze a text
- Provide support for analysis of text
- Identify hierarchy of evidence to support analysis

**Question Stems and Prompts:**

- ✓ What evidence is most supportive of your analysis?
- ✓ What is your analysis of the text?
- ✓ What evidence leads you to this conclusion?
- ✓ Use evidence to justify.
- ✓ Show me in the text what makes you think that \_\_\_\_\_.
- ✓ What inferences can you make? What evidence can you provide to support your inferences?
- ✓ In your opinion, what are the strongest \_\_\_\_\_(arguments or evidence) that supports \_\_\_\_\_(the author’s claims or your analysis)? Why do you think that?

**Academic Vocabulary**

- textual evidence
- analysis
- explicit
- inference
- cite

**Spanish Cognates**

- análisis
- explícito
- inferencia
- citar

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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.

**Essential Skills and Concepts:**

- Determine the central idea
- Analyze development of idea in text
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary

**Question Stems and Prompts:**

- ✓ What is the central idea?
- ✓ How is the central idea developed?
- ✓ What supporting ideas are included in the text?
- ✓ Provide an objective summary of the text.
- ✓ What makes your summary objective?
- ✓ What is your analysis of the text?
- ✓ How is the central idea conveyed throughout the text?

**Academic Vocabulary**

- central idea
- analyze
- development
- relationship
- supporting
- summary

**Spanish Cognates**

- idea central
- analizar
- relación
- resumen

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RI.8.3**

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Essential Skills and Concepts:**

- Analyze connections made amongst individuals, ideas, events
- Analyze distinctions between individuals, ideas
- Recognize & interpret comparisons and analogies

**Question Stems and Prompts:**

- ✓ What connections can you make among the text’s individuals, ideas, or events? How might you compare or categorize the connections?
- ✓ What distinctions can you make between the text’s individuals, ideas, or events? How might you compare or categorize the distinctions?
- ✓ What analogy best illustrates the connections/distinctions found in the text?

**Academic Vocabulary**

- analyze
- connection
- distinction
- comparison
- analogy
- category

**Spanish Cognates**

- analizar
- conexión
- distinción
- comparación
- analogía
- categoría

**Anchor Standard**

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.

**RI.8.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standard 4-6 for additional expectations.) CA

**Essential Skills and Concepts:**

- Understand connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Identify and understand the use of analogies and allusion

**Question Stems and Prompts:**

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ This word/phrase is an example of\_\_\_\_\_.
- ✓ Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- ✓ How does the author’s use of repetition of sounds impact the tone of the text?
- ✓ According to this passage, an \_\_\_\_\_ is like a \_\_\_\_\_ because both \_\_\_\_\_.
- ✓ The author uses connotation to \_\_\_\_\_.
- ✓ What is the meaning of the analogy \_\_\_\_\_?
- ✓ What does \_\_\_\_\_ allude to?

**Academic Vocabulary**

- figurative
- connotative
- technical
- specific
- tone
- analogy
- allusion
- selection

**Spanish Cognates**

- figurado/figurativo
- técnico
- específico
- tono
- analogía
- selección



**Anchor Standard**

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.

**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.

- a. **Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA**

**Essential Skills and Concepts:**

- Understand and analyze text structure
- Understand and analyze paragraph structure
- Understand types of sentences (topic, detail, evidence, conclusion)
- Identify the key concept
- Use text features
- Understand structure & utility of consumer documents

**Question Stems and Prompts:**

- ✓ What is the structure of the text?
- ✓ How is this paragraph organized?
- ✓ What is the key concept?
- ✓ How was the key concept developed?
- ✓ Which sentence(s) specifically develop the concept?
- ✓ Is this information also included in the text or solely found in the \_\_\_\_\_ (text feature)?
- ✓ Identify the text features. What information do the text features provide?

**Academic Vocabulary**

- analyze
- detail
- structure
- specific
- text
- role
- develop
- refine
- concept
- text feature
- graphic
- header
- caption
- header
- consumer

**Spanish Cognates**

- analizar
- detalle
- estructura
- específico
- texto
- concepto
- gráfico
- consumidor

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of text.

**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.

**Essential Skills and Concepts:**

- Understand and identify point of view
- Understand and identify purpose
- Identify conflicting viewpoints in text
- Analyze how an author addresses conflicting evidence or viewpoints

**Question Stems and Prompts:**

- ✓ What is the author’s point of view/purpose in this text? How do you know?
- ✓ What conflicting viewpoints does the text explore?
- ✓ How does the author treat or respond to conflicting evidence?
- ✓ Is the author effective in his examination of conflicting evidence?

**Academic Vocabulary**

- point of view
- purpose
- analyze
- acknowledge
- respond
- conflicting
- evidence
- viewpoint

**Spanish Cognates**

- punto de vista
- propósito
- analizar
- responder
- punto de vista



**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RI.8.7**

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**Essential Skills and Concepts:**

- Understand the differences in various mediums (print, video, multimedia)
- Compare the presentation of a topic in one or more mediums.
- Evaluate the effectiveness of using different mediums.

**Question Stems and Prompts:**

- ✓ What topic or idea is presented?
- ✓ How is the topic similar & different when presented in the various mediums?
- ✓ Which medium is most effective in presenting the topic? Why?
- ✓ What limitations are realized when using \_\_\_\_\_ (medium) to present the topic?

**Academic Vocabulary**

- evaluate
- advantage
- disadvantage
- medium
- digital
- multimedia
- particular

**Spanish Cognates**

- evaluar
- ventaja
- desventaja
- digital
- multimedia
- particular

**Anchor Standard**

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.

**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.

**Essential Skills and Concepts:**

- Outline or trace the arguments and claims in text
- Understand and assess validity of reasoning
- Understand and evaluate relevance
- Determine if sufficient evidence is presented to support an argument or claim
- Recognize irrelevant evidence

**Question Stems and Prompts:**

- ✓ Identify the argument that is presented.
- ✓ What claims support the argument?
- ✓ In what manner are the argument and claims presented?
- ✓ Is the reasoning presented logical?
- ✓ What evidence is presented?
- ✓ Analyze what evidence is relevant and what evidence is irrelevant to the argument.
- ✓ Is enough evidence presented to support the argument?
- ✓ Is all of the evidence relevant? If not, why?

**Academic Vocabulary**

- delineate
- evaluate
- argument
- specific
- claim
- text
- assess
- reasoning
- sound
- evidence
- relevant(pertinent)
- sufficient
- irrelevant

**Spanish Cognates**

- delinear
- evaluar
- argumento
- específico
- reclamación
- texto
- razonamiento
- sonido
- pertinente
- suficiente
- irrelevante

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**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.

**Essential Skills and Concepts:**

- Compare & contrast texts
- Identify similar topics
- Identify conflicting information
- Distinguish between fact & interpretation

**Question Stems and Prompts:**

- ✓ Identify the topic both texts address.
- ✓ How do the texts differ in the information they present?
- ✓ Analyze how the texts present conflicting information on matters of fact or interpretation.

**Academic Vocabulary**

- Analyze
- case
- text
- conflict
- disagree
- interpretation

**Spanish Cognates**

- analizar
- texto
- conflicto
- interpretación

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RI.8.10**

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.

**Essential Skills and Concepts:**

- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts
- Make an effort to independently read texts of increasing complexity
- Monitor comprehension

**Question Stems and Prompts:**

- ✓ What have you read independently lately?
- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literary nonfiction?
- ✓ What made this text or reading complex?
- ✓ Briefly summarize the central idea of the text.

**Academic Vocabulary**

- text complexity
- independent
- proficient
- comprehend

**Spanish Cognates**

- complejidad del texto
- independiente
- comprender

**Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.8.1**

Write arguments to support claims with clear reasons and relevant evidence.

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

**Essential Skills and Concepts:**

- Write an argument with claims, reasons, and evidence
- Understand use of counterclaims in an argument essay
- Employ logical reasoning when supporting claims
- Understand what makes evidence relevant, accurate and credible
- Create cohesion & clarify relationships via choice
- Understand sentences of “formal style”
- Craft conclusions that support the argument

**Question Stems and Prompts:**

- ✓ Identify how you introduced your claim(s)
- ✓ How did you distinguish your claim(s) from opposing claims?
- ✓ Support your claims with logical reasoning, relevant evidence, and accurate, credible resources that shows understanding of the topic or text.
- ✓ How are your claims & reasons organized?
- ✓ Establish and maintain a “formal” style when writing.
- ✓ How does your concluding statement (section) support the arguments presented?

**Academic Vocabulary**

- argument
- claim
- relevant
- evidence
- acknowledge
- distinguish
- alternate
- opposing

**Spanish Cognates**

- argumento
- reclamación
- pertinente
- distinguir
- alterno
- oposición

**W.8.1 – (Continued)****Academic Vocabulary**

- logical
- reasoning
- accurate
- credible
- cohesion
- clarify
- counterclaim

**Spanish Cognates**

- lógico
- razonamiento
- creíble
- cohesión
- aclarar
- reconvención

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.8.2**

Write informative/ explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**

- a. Introduce a topic **or thesis statement** 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. **CA**
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Essential Skills and Concepts:**

- Understand format & purpose of career development documents (business letter, job application)
- Craft a thesis statement
- Use formatting, graphics, media
- Provide relevant concrete details
- Use transitions
- Understand & use formal style
- Write conclusions

**Question Stems and Prompts:**

- ✓ How does your thesis statement preview the content of the essay?
- ✓ What categories of supporting details do you provide? Include relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- ✓ How did you transition from various ideas and concepts?
- ✓ Are the transitions cohesive?
- ✓ Employ the use of formatting with headings, graphics, and/or multimedia to aid comprehension of the topic.
- ✓ What makes the piece formal?
- ✓ How does the conclusion support the information presented?

**W.8.2 – (Continued)****Academic Vocabulary**

- career
- development
- document
- application
- convey/transmit
- analysis
- relevant/pertinent
- thesis statement
- preview
- format
- appropriate
- varied
- transitions
- precise

**Spanish Cognates**

- carrera
- desarrollo
- documento
- aplicación
- transmitir
- análisis
- pertinente
- declaración de tesis
- vista previa
- formato
- apropiado
- variado
- transición
- preciso

**Anchor Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.8.3**

Write narratives 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 narrative techniques, such as dialogue, pacing, description, 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, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Essential Skills and Concepts:**

- Understand narrative techniques: dialogue, pacing, description, events and/or characters
- Understand how the author uses a variety of transitional words and phrases to convey sequence from one time frame or setting to another
- Understand story plot line: exposition, rising action, climax, falling action, and resolution
- Understand literary devices
- Understand reflection
- Understand narrative organization textual structure
- Understand realistic and fictional conflict

**Question Stems and Prompts:**

- ✓ Who is the narrator? How does the author introduce the narrator?
- ✓ Establish a context and point of view in the narrative
- ✓ What event/events reveal the problem in the story?
- ✓ Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating?
- ✓ Who are the protagonist and the antagonist of the story? How do they affect the action and resolution?

**W.8.3 – (Continued)**

- ✓ Which character changed throughout the story?
- ✓ What details indicate that there was a resolution to the problem?
- ✓ What organization pattern did the author use? How do you know?
- ✓ Reflect on the events or experiences in the conclusion.

**Academic Vocabulary****Spanish Cognates**

- |                          |                            |
|--------------------------|----------------------------|
| • characters             |                            |
| • setting                |                            |
| • rising/falling action  |                            |
| • climax                 | clímax                     |
| • resolution             | resolución                 |
| • story plot             |                            |
| • protagonist/antagonist | protagonista / antagonista |
| • narrator               | narrador                   |
| • point of view          | punto de vista             |
| • dialoguing             | dialogar                   |
| • organizational pattern | patrón de organización     |

**Anchor Standard**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.8.4**

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.)

**Essential Skills and Concepts:**

- Understand the writing process
- Understand purpose for writing
- Understand audience
- Understand how to organize ideas and use transition to create cohesion among characters and ideas
- Organize well-crafted paragraphs

**Question Stems and Prompts:**

- ✓ Who is your audience? How will this affect your writing?
- ✓ What is your task or purpose?
- ✓ How will you organize your writing?
- ✓ What transitions will you use within and between paragraphs to help the reader?
- ✓ Does your conclusion refer to the thesis statement for continued cohesion?

**Academic Vocabulary**

- audience
- organizational patterns
- transitions
- thesis statement
- conclusion

**Spanish Cognates**

- audiencia
- patrones de orgaización
- transiciones
- declaración de tesis
- conclusión

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.8.5**

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**Essential Skills and Concepts:**

- Understand the importance of editing and revision
- Understand the importance of rewriting
- Understand the purpose for writing
- Support peers in the revision process
- Understand the use of editing and revision strategies
- Understand the use of sentence variety
- Understand the use of various literary devices

**Question Stems and Prompts:**

- ✓ How could you change the lead, order of events, organization of information, or \_\_\_\_\_ for your audience or purpose?
- ✓ How could you change your thesis statement to better convey what you will be writing?
- ✓ How could you rearrange the sentences in this paragraph to exclude unnecessary information?
- ✓ How could you rearrange and include more sentences to make the paragraph more interesting?
- ✓ Is your conclusion strong, and does it reflect your writing?

**Academic Vocabulary**

- revising
- editing
- organization
- planning
- rewriting
- sentence variety
- literary devices

**Spanish Cognates**

- la revisión de
- edición
- organización
- planificación
- reescritura
- recursos literarios



**Anchor Standard**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.8.6**

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.

**Essential Skills and Concepts:**

- Type with proficiency
- Use key words to locate information on the internet
- Know how to site a variety of sources
- Use various computer programs/applications such as Google Docs, Word, PowerPoint, Excel, and Publisher to produce and publish documents/information.
- Know how to format and design page layouts
- Understand how to embed links into a document
- Use email, blogs, Edmodo, Moodle, Schoology, Google Classroom and other media/technology to interact and collaborate with others.

**Question Stems and Prompts:**

- ✓ How will you use technology to create this document?
- ✓ How can you include a link to resources within your document?
- ✓ Use grammar and spell check.
- ✓ How did you cite your work?
- ✓ How did you use technology to interact and collaborate with others?

**Academic Vocabulary**

- cite
- collaborate
- technology
- publish
- produce
- link
- URL
- moodle
- software
- resources

**Spanish Cognates**

- citar
- collaborar
- tecnología
- publicar
- producir
- enlace
- URL
- recursos

**Anchor Standard**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.8.7**

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.

**Essential Skills and Concepts:**

- Understand the steps of a research project
- Understand how to use computer publishing
- Know how to use advanced or focused internet searches
- Understand how to locate online resources: newspaper, library books, magazines, speakers, interview, published professional texts
- Know how to create a bibliography or citation page
- Understand paraphrasing
- Understand direct quotes

**Question Stems and Prompts:**

- ✓ What question does your report answer?
- ✓ What new questions do you have? How will you explore them for your research?
- ✓ Did you give credit for the information you used?
- ✓ How did you know that the source was credible?
- ✓ What is the correct way to site your sources in your bibliography or citation page?
- ✓ Show me where you found \_\_\_\_\_ information
- ✓ Looking at these two sources, which source would be the most valid? Why?

**Academic Vocabulary**

- paraphrase
- credit
- source
- cite
- bibliography
- citation page
- valid

**Spanish Cognates**

- parafrasear
- crédito
- citar
- bibliografía
- válido



**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.8.8**

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.

**Essential Skills and Concepts:**

- Understand how to gather applicable information from digital sources
- Understand how to gather applicable information from printed sources
- Know how to assess credible sources
- Understand how to quote/paraphrase information without plagiarizing
- Be able to create a bibliography using a standard format for citation
- Understand how to create a bibliography/citation page

**Question Stems and Prompts:**

- ✓ Did you use “advanced search” to research your material?
- ✓ How do you know the information is credible?
- ✓ How do you know the source is credible?
- ✓ What format did you use when citing sources for your bibliography?
- ✓ How did you site a digital source?
- ✓ Once you read the data, what did you do to summarize the information for easier readability?
- ✓ How do you quote or paraphrase without plagiarizing?

**Academic Vocabulary**

- credible source
- format
- bibliography
- citation page
- digital source
- data
- paraphrase

**Spanish Cognates**

- formato
- bibliografía
- fuentes digital
- datos
- parafresear

**Anchor Standard**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.8.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* 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”).
- b. Apply *grade 8 Reading standards* 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”).

**Essential Skills and Concepts:**

- Identify themes, pattern of events & character types in literature
- Outline or trace the arguments and claims in text
- Understand and assess validity of reasoning
- Understand and evaluate relevance
- Determine if sufficient evidence is presented to support an argument or claim
- Recognize irrelevant evidence
- Analyze information, draw evidence and support analysis of the information (all of the above) both in literature and literary nonfiction for use in writing.

**Question Stems and Prompts:**

- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (an essay or substitute) in which you argue \_\_\_\_\_ (content). Support your position with evidence from the text(s). *Argument*
- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (a report, essay or substitutes) in which you analyze \_\_\_\_\_ (content), providing examples to clarify your analysis. *Informative/Explanatory*
- ✓ After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (a narrative or substitute) from the perspective of \_\_\_\_\_ (content). *Narrative* (<http://ldc.org/resources>)

**Academic Vocabulary**

- evidence
- historical account
- author’s portrayal
- factual
- fictional
- support claims
- objective
- bias

**Spanish Cognates**

- relato histórico
- ficticio
- objetivo

**Anchor Standard**

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.

**W.8.10**

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.

**Essential Skills and Concepts:**

- Determine purpose and audience
- Understand the writing process
- Plan & self-monitor when writing
- Understand & use research skills
- Understand and use of reflective writing
- Use of revision strategies

**Question Stems and Prompts:**

- ✓ What is the purpose of this task?
- ✓ What is the time frame of the task?
- ✓ Who is the audience? What steps will you take to complete the task?
- ✓ What was the purpose for writing?
- ✓ Will your style be formal? Informal? Why?
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?

**Academic Vocabulary**

- research
- reflection
- revision
- time frame
- extended
- purpose
- audience

**Spanish Cognates**

- investigación
- reflexión
- revisión
- extendido
- propósito

**Anchor Standard**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**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.

**Essential Skills and Concepts:**

- Understand and use the rules for having a conversation with different partners
- Read and study material prior to participating in group discussions
- Monitor progress so that deadlines can be met
- Pose questions that connect to the topic/ideas
- Respond appropriately with evidence, observations and ideas relevant to the topic
- Question and reflect on discussions
- Acknowledge the contributions of others
- Modify opinions based on new information or evidence

**Question Stems and Prompts:**

- ✓ What preparation or research have you done in order to fully participate in the discussion?
- ✓ What progress has been made as a result of the discussion?
- ✓ My thought(s) before discussion are \_\_\_\_\_
- ✓ Prepare a question to discuss based on \_\_\_\_\_.

**SL.8.1 – (Continued)**

- ✓ How will you make sure that you are all working together collaboratively?
- ✓ What role do you play in the discussion? Does it require any specific actions?
- ✓ How does the information presented connect with other information?
- ✓ How has the new information affected your own views?
- ✓ Has the information or evidence you heard caused a change in your thinking?

**Academic Vocabulary**

**Spanish Cognates**

- |                      |              |
|----------------------|--------------|
| • collaborative      | colaboración |
| • diverse            | diverso      |
| • express            | expresar     |
| • explicit           | explícito    |
| • reflect            | reflexionar  |
| • evidence           |              |
| • deadlines          |              |
| • collegial          | colegiado    |
| • pose               |              |
| • respond            | responder    |
| • relevant/pertinent | pertinente   |
| • acknowledge        | reconocer    |
| • warrant            |              |
| • qualify            | calificar    |
| • justify            | justificar   |

**Anchor Standard**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.8.2**

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.

**Essential Skills and Concepts:**

- ❑ Know that media is used to present information
- ❑ Analyze why information is being presented using a particular format or media
- ❑ Evaluate the motive of the presenter

**Question Stems and Prompts:**

- ✓ How does the speaker use media?
- ✓ What is the effect of using visual formats to deliver the information?
- ✓ What is the motive of the presentation?
- ✓ Given the speaker’s motive, was the use of diverse media effective?
- ✓ Do you think the speaker’s motives were political, social, or commercial?
- ✓ Would you have chosen a different format to present this information? Why or why not?
- ✓ What did you consider in your analysis of the speaker’s motive and how the information was presented?

**Academic Vocabulary**

- media
- format
- visual
- quantitative
- oral
- motive
- evaluate
- social
- commercial
- political

**Spanish Cognates**

- medios de comunicación
- formato
- visual
- cuantitativo
- oral
- motivo
- evaluar
- social
- comercial
- político

**Anchor Standard**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**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.

**Essential Skills and Concepts:**

- ❑ Identify the arguments and claims
- ❑ Analyze and determine whether the speaker’s claims are sound and logical
- ❑ Determine whether the speaker has used sufficient evidence to support the claims and arguments
- ❑ Know when evidence cited is irrelevant to the topic or claim

**Question Stems and Prompts:**

- ✓ Is the speaker’s argument valid? Why or why not?
- ✓ Is the speaker’s argument reasonable and based on logic?
- ✓ Were you able to follow the speaker’s reasoning?
- ✓ Which claims were supported by the speaker? Which claims were unsupported?
- ✓ Can you find an example of a claim the speaker made that was not supported by evidence?
- ✓ Rate the soundness of this presentation.

**Academic Vocabulary**

- argument
- validity
- claims
- speaker
- supported
- unsupported
- appropriate
- proficiency
- reasoning
- delineate
- relevance/pertinence

**Spanish Cognates**

- argumento
- validez
- reclamaciones
- apropiado
- rezonamiento
- delinear
- pertinencia

**Anchor Standard**

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.

**SL.8.4**

Present claims and findings (e.g., **argument, narrative, response to literature presentations**), 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. CA

- a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**

**Essential Skills:**

- Plan and deliver a presentation
- Distinguish between a claim and a finding
- Understand the structure for a narrative presentation
- Establish a context and viewpoint
- Present events in a logical sequence
- Understand sequencing ideas logically
- Use techniques such as dialogue, pacing, description and sensory language when presenting information
- Speak with adequate volume and clear pronunciation
- Provide a conclusion based on experience

**Question Stems and Prompts:**

- ✓ What is the prompt? (argumentative, narrative, informative, response to literature)
- ✓ How you will plan your presentation?
- ✓ What is your thesis?
- ✓ What evidence did you produce to support the thesis?
- ✓ Where could you add more evidence to support your claim?
- ✓ When you present your claim, is there cohesion from the beginning though the end?
- ✓ What points will you emphasize?
- ✓ Evaluate your use of eye contact, volume, and clear pronunciation in your presentation.

**Academic Vocabulary**

- prompt
- argument
- narrative
- information
- response to literature
- presentation

**Spanish Cognates**

- argumento
- narración(n) narrativo (adj.)
- información
- respuesta a la literatura
- presentación

**SL.8.4 – (Continued)****Academic Vocabulary**

- thesis
- evidence
- cohesion
- claim
- emphasize

**Spanish Cognates**

- tesis
- cohesión
- reclamación
- enfaticar

**Anchor Standard**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.8.5**

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

**Essential Skills:**

- ❑ Be proficient in using multimedia components to enhance presentation such as video cameras, projectors, presentation applications, and document cameras
- ❑ Select appropriate multimedia and visual displays to enhance and strengthen information in presentations, rather than detract.

**Question Stems and Prompts:**

- ✓ What is the message or information you want to convey to your audience?
- ✓ What digital media did you use to enhance your presentation?
- ✓ How did the use of this technology help convey your presentation’s message to your audience?
- ✓ What could you do to keep your presentation focused on your subject matter?
- ✓ What other technology can you use to help clarify your presentation?

**Academic Vocabulary**

- multimedia
- technology
- presentation
- message
- digital media
- visual displays
- data
- components
- clarify

**Spanish Cognates**

- multimedia
- tecnología
- presentación
- mensaje
- medios digitales
- visuales
- datos
- componentes
- aclarar

**Anchor Standard**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SL.8.6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3.)

**Essential Skills:**

- ❑ Identify your audience
- ❑ Understand the difference between formal and informal language
- ❑ Identify the task or purpose of your speech
- ❑ Understand the use of content appropriate vocabulary
- ❑ Enunciate and speak at appropriate volume and pace

**Question Stems and Prompts:**

- ✓ What is the purpose of the speech?
- ✓ Who is your audience, and how will your audience affect your vocabulary?
- ✓ Will you use formal or informal language? Why?
- ✓ What will you do to emphasize the main points of your speech?
- ✓ Will you allow time for questions and answers after you have concluded your speech?
- ✓ Will you be prepared to use appropriate language to answer questions in an appropriate manner?
- ✓ Is there any vocabulary you can change to make your presentation more effective?

**Academic Vocabulary**

- purpose
- formal
- informal
- emphasize
- appropriate language
- vocabulary
- affective
- presentation

**Spanish Cognates**

- propósito
- formal
- informal
- enfatizar
- lenguaje apropiado
- vocabulario
- afectivo
- presentación



**Anchor Standard**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.8.1**

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.

**Essential Skills and Concepts:**

- Understand and correctly use all parts of speech
- Understand the use of gerunds, participles, and infinitives
- Understand the difference between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns)
- Understand and correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- Have a command of conventions when writing and/or speaking
- Use modifiers clearly and correctly

**Question Stems and Prompts:**

- ✓ Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting?
- ✓ How can you change this verb to make your writing more exact?
- ✓ This sentence is written in passive voice; how can you change it to active voice?
- ✓ What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?
- ✓ How can you change \_\_\_\_\_ to make it correct in Standard English?
- ✓ Use your editing skills to correct \_\_\_\_\_ to make the meaning clearer.
- ✓ Is this pronoun used as an object? Subject? How do you know? Is the pronoun used correctly?

**L.8.1 – (Continued)****Academic Vocabulary**

- active voice
- passive voice
- exact
- edit
- verb mood
- verb tone
- indicative mood
- imperative mood
- interrogative mood
- subjunctive mood
- conditional mood

**Spanish Cognates**

- voz activa
- voz pasiva
- exacto
- editar
- modo del verbo
- tono del verbo
- modo indicativo
- modo imperativo
- modo interrogativo
- modo subjunctivo
- modo condicional



**Anchor Standard**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.8.2**

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.

**Essential Skills and Concepts:**

- Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)
- Understand that ellipsis indicates an omission
- Understand that a dash signals an abrupt pause
- Understand that a comma indicates a brief pause
- Understand homophones

**Question Stems and Prompts:**

- ✓ You want to set off this information in this sentence, what punctuation would you use?
- ✓ You left some information out, or omitted some words, but want your reader to know there is more information. What punctuation should you use to indicate this right here?
- ✓ What would be a homophone for this word?

**Academic Vocabulary**

- homophone
- comma
- ellipsis
- dash
- omission
- pause

**Spanish Cognates**

- homófono
- coma
- elipsis
- omisión
- pausa

**Anchor Standard**

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.

**L.8.3**

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).

**Essential Skills and Concepts:**

- Understand active and passive voice
- Understand conditional and subjunctive moods

**Question Stems and Prompts:**

- ✓ What should you do to this sentence to express active voice?
- ✓ Which sentences in this paragraph are written in passive voice: which express active voice? Which sentences should you change to make all the sentences uniform?
- ✓ The mood of this sentence is conditional, how can you change some words to make it indicative?
- ✓ Why is it important to write in the same voice?

**Academic Vocabulary**

- active voice
- passive voice
- uniform
- mood
- conditional mood
- indicative mood
- voice

**Spanish Cognates**

- voz activa
- voz pasiva
- uniforme
- modo
- modo condicional
- modo indicativo
- voz

**Anchor Standard**

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 specialized reference materials, as appropriate.

**L.8.4**

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.

- 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., *precede*, *recede*, *secede*).
- 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 or **trace the etymology of words. CA**
- 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).

**Essential Skills and Concepts:**

- Understand textual clues in a sentence (similar, opposite, explanation)
- Understand Greek and Latin affix and roots are clues to meaning
- Understand how to use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital
- Understand context clues for word meaning

**Question Stems and Prompts:**

- ✓ When you come to a word you don’t understand, you should \_\_\_\_\_?
- ✓ What is the main idea of this sentence? Does it help you understand the word?
- ✓ Do you see a word that is similar or opposite of the word you don’t understand that can help you with the meaning?
- ✓ Look at this affix, what does it mean? What does the whole word mean?
- ✓ What is the root meaning? How does that help you identify the word?
- ✓ Look in your thesaurus. Now, what does this word mean?
- ✓ Reread the sentence. Which words nearby will help you understand the meaning of the word?

**L 8.4 – (Continued)****Academic Vocabulary**

- Greek affix
- Latin affix
- affix
- thesaurus
- similar
- opposite
- context clues
- dictionary

**Spanish Cognates**

afijo griego  
afijo latino  
afijo  
tesauro  
similar  
contrario  
  
diccionario

**Anchor Standard**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.8.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- 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., *bullheaded, willful, firm, persistent, resolute.*)

**Essential Skills and Concepts:**

- ❑ Understand figurative language (simile, metaphor personification, pun, irony)
- ❑ Understand the use of analogies (synonyms, antonyms, cause/effect, part/whole, item/category, item/use/item/place)
- ❑ Understand denotation and connotations

**Question Stems and Prompts:**

- ✓ Can you change this sentence and use a metaphor or a simile to help create image?
- ✓ This would be a good place to use irony. What can you change to add irony to add humor to this sentence?
- ✓ This sentence is written literally; change it to an analogy to convey your idea.
- ✓ Write this sentence using denotation and then using a connotation. Which would be better than the current sentence? What mood are you trying to convey in your writing?

**Academic Vocabulary**

- denotation
- connotation
- irony
- analogy
- convey/transmit
- literally
- metaphor
- simile
- personification
- pun
- figurative language

**Spanish Cognates**

- denotación
- connotación
- ironía
- analogía
- transmitir
- literalmente
- metáfora
- símil
- personificación
- lenguaje figurado

**Anchor Standard**

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 considering a word or phrase important to comprehension or expression.

**L.8.6**

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.

**Essential Skills and Concepts:**

- ❑ Understand academic words (i.e. analyze, contrast, predict, and confirm)
- ❑ Understand domain-specific words (i.e. Science - cell, gene, and gravity; Social Studies – alliance, legislature, and commerce.)
- ❑ Understand grade-appropriate vocabulary

**Question Stems and Prompts:**

- ✓ Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?
- ✓ What words should you replace in this text to show academic understanding of your topic? Why is this important?
- ✓ What will you look for if you want to improve your domain- specific vocabulary in science?

**Academic Vocabulary**

- domain-specific word
- academic word
- convey/transmit

**Spanish Cognates**

transmitir