



Literacy - Grade 8

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, the primary goal is to instill a love of reading and writing in our students so that they themselves will grow to become lifelong passionate readers, writers, speakers, and listeners that are able to use these skills to make the world a better place by sharing their thoughts and ideas. Students will practice reading, writing, speaking, and listening in a variety of formats and will learn that literacy is a tool for personal empowerment.

Enduring Understandings:

- Readers develop a deep understanding of increasingly complex texts across genres in order to accumulate a wealth of knowledge and access to the literary world and perspectives of other cultures.
- Readers are able to comprehend and analyze the author's purpose to gain a better understanding of themselves while considering and the perspectives of others.
- Readers develop a deep understanding of increasingly complex non-fiction texts and use a variety of strategies to make sense of main ideas and important details presented in an piece of informational text.
- Writers are able to clearly communicate their ideas and can write focused, organized, well-developed pieces in many formats.
- Writers can revise and publish their writing so that it is suitable for identified audiences.
- Writers can gather, analyze, and cite a variety of sources when conducting research to support ideas in their writing.
- In order to be an effective communicator, it is essential to have well developed speaking and listening skills so that one is able to share thoughts, ideas, and information clearly through a variety of mediums.
- A command of the English language and its conventions and recognizing and attending to the demands across a variety of academic and social settings is critical to effective communication.

READING - LITERATURE

- I can cite several pieces of textual evidence to support analysis of what a text says explicitly. (RL.8.1)
- I can cite several pieces of textual evidence to explain inferences made from a text. (RL.8.1)
- I can determine a theme or central idea of a text. (RL.8.2)
- I can analyze the plot of a text to determine a theme. (RL.8.2)
- I can determine how the characters and setting develop over the course of a text to contribute to the theme. (RL.8.2)
- I can provide an objective summary of a text. (RL.8.2)
- I can analyze how particular lines of dialogue propel action, reveal an aspect of a character, or provoke a character's decisions. (RL.8.3)
- I can determine the meaning of figurative language. (RL.8.4)



READING - LITERATURE (continued)

- I can determine the connotation of a word as it is used in a text. (RL.8.4)
- I can analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4)
- I can compare and contrast the structures found in two or more text. (RL.8.5)
- I can analyze the differing structures of two or more texts and determine how the differences affect the overall meaning and style of each text. (RL.8.5)
- I can analyze how differences in the points of view of the characters, the audience or the reader create effect and impact the content or style of the text. (RL.8.6)
- I can analyze the effect a particular point of view has on a text. (RL.8.6)
- I can compare and contrast a film or live production of a story or drama to its original text. (RL.8.7)
- I can analyze the choices a director or actors makes in the film/live performance adaptation of a text. (RL.8.7)
- I can analyze themes, patterns, or characters from myths, traditional stories, or religious works that are found in modern works of fiction. (RL.8.9)
- I can compare and contrast themes, events, characters from traditional texts to modern texts. (RL.8.9)
- I can read and comprehend grade-level literature including stories, dramas, and poems. (RL.8.10)

READING - INFORMATIONAL TEXT

- I can cite textual evidence that most strongly supports an analysis of what the text says explicitly. (RI.8.1)
- I can cite textual evidence that most strongly supports inferences drawn from the text. (RI.8.1)
- I can determine the central idea of a text. (RI.8.2)
- I can analyze the development of a central idea over the course of a text. (RI.8.2)
- I can analyze how supporting ideas contribute to the development of central ideas over the course of a text. (RI.8.2)
- I can provide an objective summary of a text. (RI.8.2)
- I can analyze how a text makes connections and distinctions between individuals, ideas, and events. (RI.8.3)
- I can determine meanings of figurative words and phrases in a text. (RI.8.4)
- I can determine connotative meanings of words and phrases in a text. (RI.8.4)
- I can determine technical meanings of words in a text. (RI.8.4)
- I can analyze why authors choose words and phrases to set the tone and create meaning and mood in a text. (RI.8.4)
- I can analyze in detail how a specific sentence or paragraph develops key concepts. (RI.8.5)
- I can determine an author's point of view or purpose in writing a text. (RI.8.6)



READING - INFORMATIONAL TEXT (continued)

- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints in a text. (RI.8.6)
- I can evaluate the advantages and disadvantages of presenting a topic or idea in different mediums. (RI.8.7)
- I can delineate an argument and specific claims in a text. (RI.8.8)
- I can evaluate an argument and evidence in a text to determine if the evidence provided is relevant and sufficient to support the claim. (RI.8.8)
- I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)
- I can read and comprehend grade-level literary nonfiction. (RI.8.10)

WRITING

- I can introduce claims for an argument. (W.8.1.A)
- I can acknowledge and distinguish alternate or opposing claims for an argument. (W.8.1.A)
- I can organize the supporting reasons and evidence for an argument logically. (W.8.1.A)
- I can support claims with logical reasoning and relevant evidence to demonstrate an understanding of the topic or text. (W.8.1.B)
- I can support my claim for an argument with accurate and credible sources. (W.8.1.B)
- I can use words, phrases, and clauses to clarify relationships among claims, counterclaims, reasons, and evidence for an argument. (W.8.1.C)
- I can provide a concluding statement or section that supports the argument presented. (W.8.1.E)
- I can introduce a topic clearly for an informative text, previewing what is to follow. (W.8.2.A)
- I can organize ideas, concepts, and information into broader categories in an informative text. (W.8.2.A)
- I can include formatting, graphics, and multimedia to aid comprehension of an informative text. (W.8.2.A)
- I can develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples in an informative text. (W.8.2.B)
- I can use appropriate and varied transitions in an informative text to create cohesion and clarify the relationships among ideas and concepts. (W.8.2.C)
- I can use precise language and domain specific vocabulary to inform and explain a topic. (W.8.2.D)
- I can provide a concluding statement or section for an informative text that follows and supports the information or explanation presented. (W.8.2.F)
- I can write a real or imagined narratives with relevant details. (W.8.3)
- I can write an organized narrative which includes essential elements of plot structure. (W.8.3)
- I can engage the reader by introducing a narrator with a specific point of view and developing a setting. (W.8.3.A)



WRITING (continued)

- I can organize my writing so the narrative unfolds logically and naturally. (W.8.3.A)
- I can develop my narrative using narrative techniques. (W.8.3.B)
- I can use a variety of transition words and phrases to shift my writing from one time frame or setting to another and to show the relationships among experiences and events. (W.8.3.C)
- I can use precise words, descriptive detail, and sensory language in my writing to capture action and convey experiences. (W.8.3.D)
- I can write a logical conclusion that provides a sense of closure in my piece of writing. (W.8.3.E)
- I can produce clear and coherent writing in which the style is appropriate to task, purpose, and audience. (W.8.4)
- I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach with guidance and support. (W.8.5)
- I can use technology to produce and publish writing. (W.8.6)
- I can conduct short research projects to answer a question. (W.8.7)
- I can draw on several resources when conducting research. (W.8.7)
- I can gather relevant and credible information from multiple print and digital sources. (W.8.8)
- I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. (W.8.8)
- I can follow a standard format for citation. (W.8.8)
- I can draw evidence from texts to support analysis, reflection, and research. (W.8.9)

LANGUAGE

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)
- I can demonstrate standard rules of capitalization. (L.8.2)
- I can demonstrate standard rules of spelling. (L.8.2)
- I can use verbs in the active and passive voice to achieve particular effects. (L.8.3.A)
- I can use verbs in the conditional and subjunctive mood to achieve particular effects. (L.8.3.A)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.8.4)
- I can interpret figures of speech in context. (L.8.5.A)
- I can use the relationship between particular words to better understand each of the words. (L.8.5.B)
- I can distinguish among the connotations of words with similar denotations. (L.8.5.C)
- I can acquire and accurately use grade-level general academic and domain-specific words and phrases. (L.8.6)



SPEAKING AND LISTENING

- I can come to discussions prepared, having read or researched material under study. (SL.8.1.A)
- I can follow rules for collegial discussions and decision making. (SL.8.1.B)
- I can analyze the purpose of information presented in diverse media and formats. (SL.8.2)
- I can delineate a speaker's argument and specific claims. (SL.8.3)
- I can evaluate the soundness of the reasoning, relevance, and sufficiency of the evidence a speaker provides to support a claim. (SL.8.3)
- I can present claims, emphasize salient points, and use sound reasoning in a focused, coherent manner using relevant evidence. (SL.4)
- I can present to an audience using appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4)
- I can integrate multimedia and visual displays into a presentation to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)
- I can adapt my speech to a variety of contexts and tasks. (SL.8.6)