



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

English (Grade 8)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. Grades are determined by quizzes, tests, projects and daily work. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Reading: Literature

Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)

Determine theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, plot; provide an objective summary of the text. (RL.8.2)

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 and allusions to other texts. (RL.8.4)

Reading: Informational Text

Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

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. (RI.8.2)

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. (RI.8.4)

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. (RI.8.6)

Delineate and evaluate the argument and specific claims in a text, assessing the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

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)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Suspense!</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What attracts us to stories of suspense? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can use quotes from the text to strongly support an idea about the text. • I can use information from the text and my prior knowledge to form a claim (inference) about the text. • I can point out a main point or theme an author is trying to show in a story. • I can explain how the elements of the story develop the author's main points or theme. • I can identify the parts of a plot. • I can summarize the story without inserting any opinions. • I can use context clues to figure out a word's meaning. • I can identify when a term is used as its dictionary definition explains or if there is a hidden meaning behind a word or phrase. • I can identify whether a term is used for positive or negative effect. • I can explore how an author's choice of words affects my understanding of the text. • I can understand when an author makes a comparison between two or more things in a text. • I can understand when an author is referencing another text. • I can write different types of sentences and correctly punctuate them. • I can write clearly for a variety of tasks and audiences. • I can organize my writing. • I can develop my ideas in writing.
<p>Unit Title: The Civil War</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How did the War Between the States redefine America? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can use quotes from the text to strongly support an idea about the text. • I can use information from the text and my prior knowledge to form a claim (inference) about the text. • I can point out the main idea an author is trying to communicate in a text. • I can explain how the supporting details in the text develop the author's main points. • I can summarize the text without inserting any opinions. • I can use context clues to figure out a word's meaning. • I can identify when a term is used as its dictionary definition explains or if there is a hidden meaning behind a word or phrase. • I can identify whether a term is used for positive or negative effect. • I can explore how an author's choice of words affects my understanding of the text. • I can understand when an author makes a comparison between two or more things in a text. • I can understand when an author is referencing another text. • I can write different types of sentences and correctly punctuate them. • I can write clearly for a variety of tasks and audiences. • I can organize my writing. • I can develop my ideas in writing.
<p>Unit Title: A Moral Compass</p>	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can analyze an author's personal thoughts and feelings

Essential Questions:

- How can life experiences shape our values?

about a topic and its relationship to the message of the text.

- I can determine why an author wrote an informational text.
- I can evaluate how one author responds to or acknowledges someone else's opinion.
- I can summarize an author's argument and claims.
- I can judge how effectively an author made his or her argument.
- I can judge whether an author's evidence and explanations are true and connected to the claim.
- I can closely look at two texts on the same topic and explain how the authors have used different data to advance their argument.
- I can write different types of sentences and correctly punctuate them.
- I can write clearly for a variety of tasks and audiences.
- I can organize my writing.
- I can develop my ideas in writing.