

ADOPTED FEBRUARY 2018



Ohio

Ohio's Model Curriculum
with Instructional Supports

GRADE 8

English Language Arts

Ohio | Department
of Education

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English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 8

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p>RL.1 Quote accurately from a text when explaining text.</p> <p>RL.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a story, drama, or poem; respond to challenges or how the speaker in the text reacts to challenges or how the speaker in the text reacts to challenges. b. Summarize the text, incorporating a theme d <p>RL.3 Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

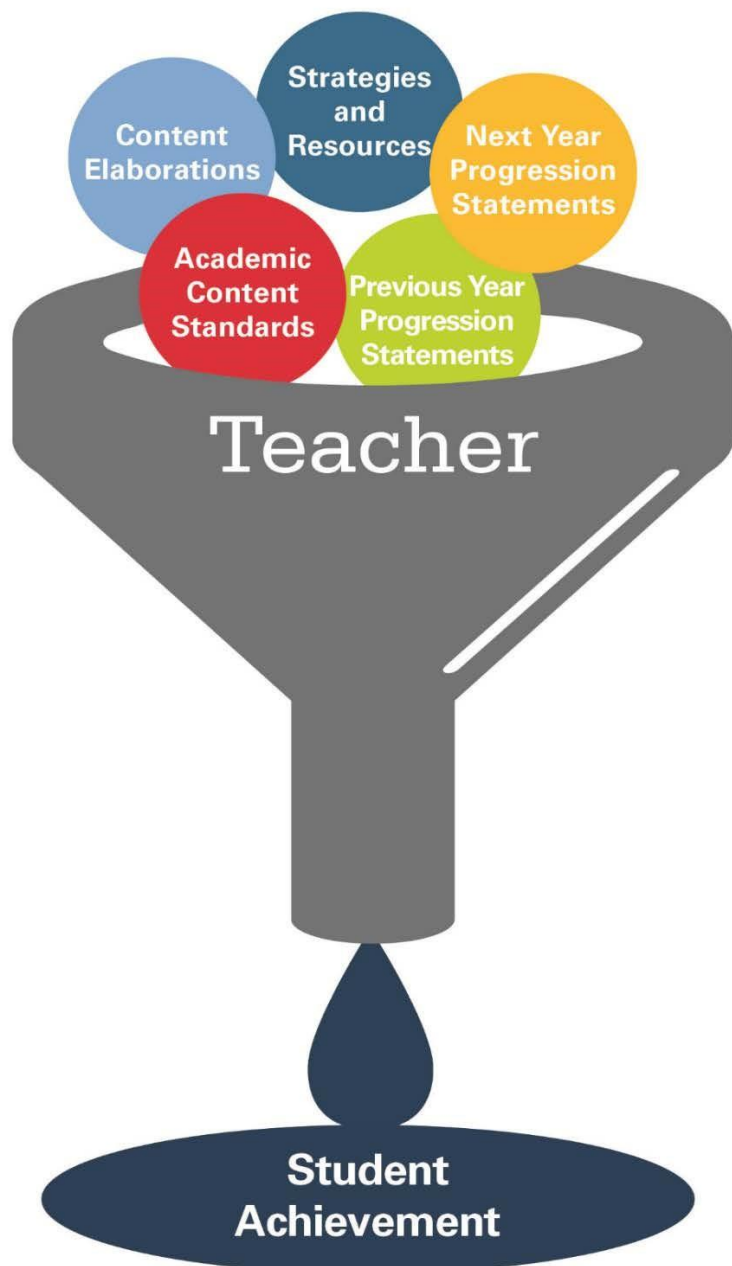
This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.



Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to ***Ohio's Learning Standards for English Language Arts***. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the ***Previous Grade Level Progression Statements*** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the ***Content Elaborations***, as well as reviewing the ***Instructional Strategies and Resources***, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the ***Next Grade Level Progression Statements*** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: ***Student Achievement***.

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation 	<ul style="list-style-type: none"> ⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions or direction



Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 8

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p>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.</p> <p>RL.8.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text. <p>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.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to cite several pieces of evidence in order to analyze a text. Students were also expected to refer to the text for confirmation of plot details and determination of theme. In addition, students will understand how particular elements of a story or drama interact.

Content Elaborations

Students are expected to analyze the text in order to identify several pieces of textual evidence, which supports what is expressed in the text explicitly, as well as from inferences. Students narrow down a collection of evidence to select the strongest supportive evidence, as well as understanding the differentiation between stronger and weaker evidence.

Determine the theme of a text and analyze how the theme relates to characters, setting, and plot as the story develops. Reader awareness of the theme and its relationship to other story elements enables students to integrate these components into an objective summary. See the [Determining a Theme Guidance](#) and the [Types of Summaries Standard Guidance](#) documents for more information on these skills. Students should also analyze what a literary work's dialogue or plot reveals about what a character in a story or drama thinks, says, or does to advance the story line.

Next Grade Level Progression Statement

In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.

Instructional Supports for the Model Curriculum**Instructional Strategies**

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Reading: Literature
Topic	<i>Craft and Structure</i>
Standards	<p>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, mood, and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 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.</p> <p>RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.</p>

	Instructional Supports for the Model Curriculum
	<p><u>Instructional Strategies</u> <i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u> <i>This section is under revision.</i></p>

Strand	Reading: Literature
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>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.</p> <p>RL.8.8 (Not applicable to literature)</p> <p>RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i>, including describing how the material is rendered new.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to analyze how the effects of multimedia techniques (e.g., lighting, sound, color, or camera focus and angles in a film) compare and contrast to the written text. Students also were expected to compare and contrast fictional portrayals to historical accounts in the same time period.</p> <p><u>Content Elaborations</u> Analyze the written version to multimedia version(s) (e.g., film, live production, drama) in order to evaluate how one version is different and/or contributes to the reader's understanding. Analyze how the director's and actors' interpretations and 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.</p> <p>Analyze how an author alludes to traditional and biblical text when creating a new work, which requires an examination of the author's use of literary material (e.g., theme, patterns of events, character types, settings, language, interpretation).</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to analyze a topic or subject in two different mediums, as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).</p>	

Instructional Supports for the Model Curriculum
<p data-bbox="191 251 516 282"><u>Instructional Strategies</u></p> <p data-bbox="191 282 575 313"><i>This section is under revision.</i></p> <p data-bbox="191 354 611 384"><u>Instructional Tools/Resources</u></p> <p data-bbox="191 384 575 415"><i>This section is under revision.</i></p>

Strand	Reading: Literature
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to read and comprehend literature, including stories, dramas, and poetry with appropriate text complexity, independently and proficiently. Students will also build background as well as activate prior knowledge to increase understanding of text.

Content Elaborations

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently.

Text complexity will scaffold as needed at the high end of the range. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies as well as become familiar with various text structures and elements. Retrieved [here](#).

Next Grade Level Progression Statement

In the next grade band, students are expected to read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Overview of Text Complexity

◆ Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum
<p data-bbox="191 285 520 318"><u>Instructional Strategies</u></p> <p data-bbox="191 321 577 354"><i>This section is under revision.</i></p> <p data-bbox="191 391 613 423"><u>Instructional Tools/Resources</u></p> <p data-bbox="191 427 577 459"><i>This section is under revision.</i></p>

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	<i>Key Ideas and Details</i>
Standards	<p>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.</p> <p>RI.8.2 Analyze informational text development.</p> <ul style="list-style-type: none"> a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text. <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to explain what a text says, both explicitly and implicitly. They were to quote accurately from text, determine main ideas of a text, and explain how main ideas are supported by key details. Students are expected to provide an objective summary of the text, incorporating central ideas and their relationship to one another.</p> <p><u>Content Elaborations</u> Students are expected to analyze the text in order to identify several pieces of textual evidence, which supports what is expressed in the text explicitly, as well as from inferences. Students narrow down a collection of evidence to select the strongest supportive evidence as well as understanding the differentiation between stronger and weaker evidence.</p> <p>Determine the central idea of a text and analyze how the central idea relates to supporting ideas as the text develops. The reader is looking for the evidence that helps the author convey the intended message to the audience. Reader awareness of the central idea and its relationship to other supporting details enables students to integrate these components into an objective summary. See the Types of Summaries Standard Guidance for more information on writing summaries.</p> <p>Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational text (e.g., through comparisons, analogies, or categories).</p> <p><u>Next Grade Level Progression Statement</u></p>	

In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Reading: Informational Text
Topic	<i>Craft and Structure</i>
Standards	<p>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.</p> <p>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.</p> <p>RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to determine the meaning of words and phrases in an informational text relevant to their grade level, the organizational structure of the text, and the author's perspective or purpose of the text.</p> <p><u>Content Elaborations</u> Readers use context as a clue to find meanings of words and phrases including figurative, connotative, and technical meanings. Readers extend meaning by analyzing the impact of an author's word choice, including analogies and allusions. In addition, readers determine how the author's word choice contributes to the meaning and tone of an informational text.</p> <p>Readers focus on the text structure of a single paragraph and particular sentences (e.g., main idea and supporting details, cause and effect, examples, description) in order to determine how the relationship among certain sentences within the paragraph work to refine a key concept.</p> <p>Identify the author's purpose and perspective to determine how an author acknowledges and responds to a position. Examine the organization of ideas in the text to determine the ideas that signal and address opposing viewpoints.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's perspective or claims and determine how an author uses rhetoric to develop text.</p>	

	Instructional Supports for the Model Curriculum
	<p data-bbox="195 321 520 354"><u>Instructional Strategies</u></p> <p data-bbox="195 354 577 386"><i>This section is under revision.</i></p> <p data-bbox="195 427 613 459"><u>Instructional Tools/Resources</u></p> <p data-bbox="195 459 577 492"><i>This section is under revision.</i></p>

Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>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.</p> <p>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.</p> <p>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.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to use multiple sources in order to answer questions and to solve problems efficiently. Students also were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.</p> <p><u>Content Elaborations</u> Understand that both print and non-print media can be used to present a message, perspective, and/or argument. Readers also need to be able to evaluate when one medium is more effective than another, based on the topic or message being presented.</p> <p>Identify the argument and claims within a text. When evaluating an author's argument, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</p> <p>When comparing multiple texts with opposing viewpoints, readers should understand the difference between facts and the author's interpretation of the facts.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance, and analyze accounts of a subject told in different mediums.</p>	

Instructional Supports for the Model Curriculum
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Strand	Reading: Informational Text
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to read and comprehend informational texts (including literary nonfiction) at the high end of the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content Elaborations

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational texts (literary nonfiction, history/social studies, science/technical texts). They must read widely and deeply from among a broad range of high quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently. Text complexity will scaffold as needed at the high end of the range. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Students, through more exposure to informational text and the development of important reading skills and strategies that aid in reading this text, will gain knowledge as well as familiarity with various text structures and elements.

Next Grade Level Progression Statement

In the next grade band, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band, independently and proficiently.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum
<p data-bbox="197 251 527 282"><u>Instructional Strategies</u></p> <p data-bbox="197 285 577 316"><i>This section is under revision.</i></p> <p data-bbox="197 354 613 384"><u>Instructional Tools/Resources</u></p> <p data-bbox="197 388 577 418"><i>This section is under revision.</i></p>

WRITING STRAND

Strand	Writing
Topic	<i>Text Types and Purposes</i>
Standards	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Establish a clear thesis statement to present information. b. 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 to aid comprehension, if needed. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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.

- | | |
|--|---|
| | <ul style="list-style-type: none">b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.d. 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.e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.c. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|--|---|

Previous Grade Level Progression Statement

In the previous grade level, students were expected to establish a thesis statement in written arguments and informative/explanatory texts. In addition, students were expected to write narratives that developed real or imagined experiences.

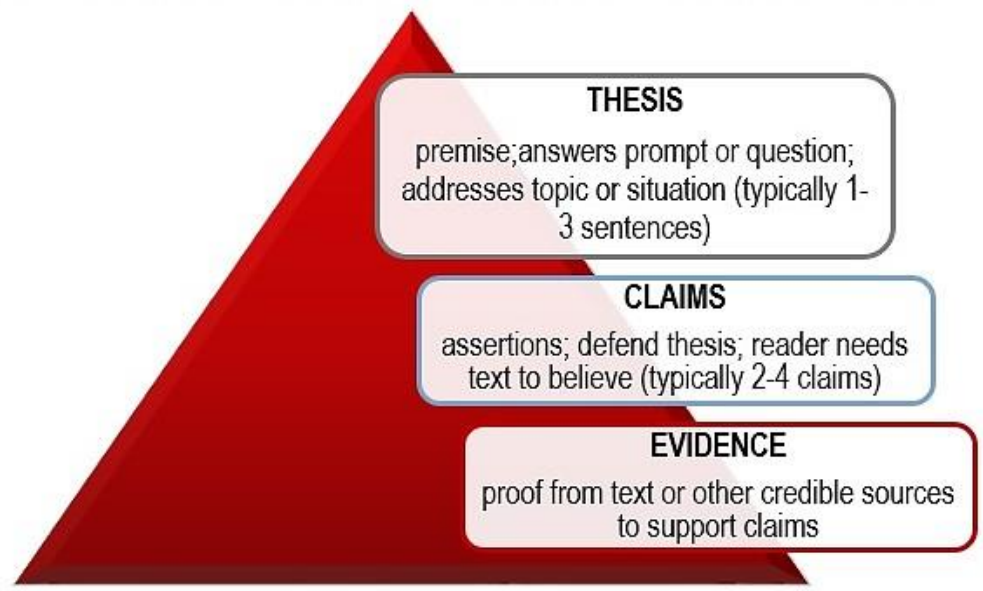
Content Elaborations

Students should establish a thesis or thesis statement as a foundation for their argument and informative/explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples, details, and/or statistics. Students then explain, in their own words, the relevance of the evidence to their claims (or counterclaims), which is called *analysis*.

Students are expected to write various *arguments* throughout the academic year to support claims within a thesis statement. Students must include a guiding *thesis statement* (single sentence) in their introductory paragraph of their argumentative writing. See the

[Establishing a Thesis Standard Guidance](#) for more details about the thesis-claim-evidence structure. In the body of the text, students should provide evidence that specifically relate to the topic sentence (which stems from the thesis statement) and explain/elaborate how the topic sentence and evidence support each other. Students must address alternate or opposing claims (*counterclaims*) by providing evidence and reasons specific to the counterclaim and distinguishing why a student's thesis/argument is still stronger (*rebuttal*).

Students must provide a conclusion that restates the thesis, summarizes the main points in the text, and provokes further or deeper thinking from the reader (e.g., prediction, recommendation, revelation, final thought, call to action, or a moral of the argument). The *final thought* (to provoke further or deeper thinking) should be broad in scope and leave the reader thinking about next steps or new ideas.



Students should be able to differentiate and select evidence (facts, examples, details, and/or statistics) from credible, as opposed to non-credible sources, to ensure accurate information is presented. Appropriate transitions and a formal style should be used, meaning the writing is in impersonal terms, marked by careful attention to organization of content and to grammatical structure and pronunciation.

Students are expected to write various *informative/explanatory* texts throughout the academic year to support a thesis statement. The introductory section of the informative/explanatory text should provide background knowledge of the topic and include a guiding *thesis statement* (single sentence). In the body of the text, students should provide *evidence* (facts, definitions, concrete details, quotations, or other information and examples) that specifically relates to the topic (which stems from the thesis statement) and explain/elaborate how the topic and evidence support each other. Ideas, concepts, and information may be organized into broad categories using headings, charts, graphs, and or multimedia to aid comprehension. Students must provide a conclusion that restates the thesis, summarizes the main points in the text, and provokes further or deeper thinking from the reader (prediction, recommendation, revelation, final thought, or call to action). The *final thought* (to provoke further or deeper thinking) should be broad in scope and leave the reader thinking about next steps or new ideas. Appropriate transitions and domain-specific vocabulary (*content vocabulary*) should be included in a formal style.

Students are expected to write *narratives* to develop real or imagined experiences or events. Students must organize a narrative that establishes a *context* and point of view, while introducing a narrator and/or characters. Narrative must have an *event sequence* that *unfolds naturally* (e.g. use of transition words, phrases and clauses) and *logically*. The conclusion must include a reflection of the *narrative experience* (e.g. what did the student learn from the experience or event, what might they do differently, what major themes did the characters learn). A writer's use of language is also important in identifying his or her writing style. Writers make use of figurative and sensory language (language enriched by word images and figures of speech) and use dialogue, pacing, description, and reflection to stir the reader's emotions, develop characters and events, or convince the reader to come to the same conclusions about the topic as they have.

Next Grade Level Progression Statement

In the next grade band, students are expected to establish a thesis in written arguments and informative/explanatory texts to support claims, convey valid reasoning, and provide relevant and sufficient evidence.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Writing
Topic	<i>Production & Distribution of Writing</i>
Standards	<p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to apply a multi-stage, reflective process that requires planning and revising. In addition, students were expected to use technology, including the Internet, to produce, publish, and present writing. They should also link to and cite sources, as well as interact and collaborate with others.</p> <p><u>Content Elaborations</u> Students are expected to produce clear and coherent writing in which the development, organization, and style are appropriate to <i>task</i>, <i>purpose</i>, and the intended <i>audience</i>.</p> <p>Students are expected to develop and strengthen writing, as needed, with some guidance and support (peer editing, conferencing, revision checklists, etc.) from peers and adults by planning, revising, editing, rewriting, or trying a new approach (e.g. using technology), focusing on how well purpose and audience have been addressed.</p> <p>Students are expected to use technology, including the Internet, to produce, publish, and present information efficiently. Students can use multiple platforms to interact and collaborate with others.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. Students are expected to develop and strengthen writing, as needed, and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish, and update individual or shared writing products.</p>	

Instructional Supports for the Model Curriculum
<p data-bbox="191 285 520 318"><u>Instructional Strategies</u></p> <p data-bbox="191 321 577 354"><i>This section is under revision.</i></p> <p data-bbox="191 391 613 423"><u>Instructional Tools/Resources</u></p> <p data-bbox="191 427 577 459"><i>This section is under revision.</i></p>

Strand	Writing
Topic	<i>Research to Build & Present Knowledge</i>
Standards	<p>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.</p> <p>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.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i>, including describing how the material is rendered new”). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Previous Grade Level Progression Statement

In the previous grade level, students were expected to conduct short research projects, incorporate several print and digital sources, using search terms effectively, as well as follow a correct format to cite sources (e.g. MLA, APA) to avoid plagiarism. Sources of evidence could include literary text or informational texts/literary nonfiction.

Content Elaborations

Writers should be able to gather data and other relevant information from credible sources both online and in print in order to answer a research question and add to the topic in engaging and relevant ways. Resources should be used wisely by direct quotes or by paraphrasing, both of which require the writer to cite properly to avoid plagiarism. Ohio Learning Standards do not choose a citation format; rather, the standards ask that a standard format is followed (e.g., MLA, APA, Chicago Turabian). More important than the exact rules of a particular format would be the rules of what elicits a citation and what does not. Writers need to be able to determine IF they need to cite a piece of information they have included in their writing, and then they need to know HOW to find citation style guides when they need guidance.

When analyzing how modern literary works allude to mythology, traditional stories, or religious literary texts, students will be able to draw evidence from the text that supports their written analysis, reflection, and research of the text. Similarly, when studying the arguments and claims in informational texts, students should be able to use evidence from the text to support their written analysis of whether the author's claims have been sufficiently supported with sound reasoning.

Next Grade Level Progression Statement

In the next grade band, students are expected to draw evidence from literary text or informational text/literary nonfiction. Students are also expected to gather relevant information from credible sources, citing these sources using a standard format in order to avoid plagiarism.

Instructional Supports for the Model Curriculum**Instructional Strategies**

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Writing
Topic	<i>Range of Writing</i>
Standard	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.
	<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to write arguments, informative/explanatory, and narrative texts. Students were expected to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Content Elaborations</u> Students are expected to effectively build their writing skills by practicing routinely and producing numerous pieces over short and extended time frames. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, <i>audience</i>, and they begin to adapt the form and content of their writing to accomplish a particular <i>task</i>, and <i>purpose</i>. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to write arguments, informative/explanatory, and narrative texts. Students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</p>
	Instructional Supports for the Model Curriculum
	<p><u>Instructional Strategies</u> <i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u> <i>This section is under revision.</i></p>

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	<i>Comprehension and Collaboration</i>
Standards	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>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.</p> <p>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.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to effectively listen and collaborate with diverse partners in collegial discussions. They were expected to come to discussions prepared and manage their time, while referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. They apply critical listening skills to focus on the speaker's main ideas or points in order to pose and respond to questions relative to the topic. They distinguish between fact and opinion while paraphrasing and summarizing a speaker's information, and when warranted, modifying their own views.

Content Elaborations

Students are expected to participate in a wide range of discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics while building (clarify, question, make connections, synthesize, paraphrase, etc.) on others' ideas through collaboration and be able to share their own ideas clearly. It is important for students not only to express their own ideas but also be able to draw out the ideas of others, while using new information to increase comprehension. Students will use new information expressed by others to justify their own views and pose questions that connect the ideas of several speakers. Students are expected to read and research materials in order to be prepared in discussions. They are able to draw from their research to further contribute to discussions, following the rules to enhance collegial discussions. Students must meet specific individual and group goals by tracking their progress in order to meet the established deadline.

Students are expected to distinguish the purpose of a variety of media formats in order to determine why the author selected the specific format and how the audience is considered. Social, commercial, and political motives are evaluated to determine the effectiveness of the author's purpose.

Students are expected to find and state the speaker's argument and identify the strengths, weaknesses, and fallacies of the reasoning.

Next Grade Level Progression Statement

In the next grade band, students are expected to initiate and participate in a range of collaborative discussions. They are expected to integrate multiple sources of information, referring to evidence from texts and other research on the topic or issue, while evaluating the credibility and accuracy of each source. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of better examining issues, evaluating opinions, arguing points, making judgments, building understanding, and persuading others by evidence and identifying faulty reasoning. Students are expected to respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and make new connections in light of the reasoning and evidence presented.

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<div data-bbox="191 289 518 321"><u>Instructional Strategies</u></div> <div data-bbox="191 321 577 354"><i>This section is under revision.</i></div> <div data-bbox="191 391 611 423"><u>Instructional Tools/Resources</u></div> <div data-bbox="191 423 577 456"><i>This section is under revision.</i></div>

Strand	Speaking and Listening
Topic	<i>Presentation of Knowledge and Ideas</i>
Standards	<p>SL.8.4 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.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
	<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students are expected to present claims and findings with pertinent descriptions, facts, details, and examples. They will include multimedia components and visual displays to clarify claims and findings, and they will adapt speech to a variety of contexts and tasks demonstrating a command of formal English.</p> <p><u>Content Elaborations</u> Students are expected to present claims with relevant evidence, valid reasoning, and well-chosen details with emphasis on the main points. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker to compose and deliver presentations that are engaging, insightful, and articulated in a clear, concise manner and to promote active audience engagement.</p> <p>Students are expected to incorporate multimedia (e.g. PowerPoint, Prezi, Google Slides, Thinglink, iMovie) and visual displays in presentations to enhance claims, evidence, and interest. Students should use these multimedia displays to create an engaging and visually appealing presentation. It is important to note here that students should be instructed in digital citizenship and digital literacy in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding plagiarism.</p> <p>Students are expected to use language (including formal English when appropriate) that matches the context and task of the presentation.</p>

Next Grade Level Progression Statement

In the next grade band, students are expected to present information, findings, and supporting evidence clearly, concisely, and logically. They will make strategic use of digital media to enhance understanding of findings, reasoning, and evidence, and they will adapt speech to a variety of contexts and tasks demonstrating a command of formal English.

Instructional Supports for the Model Curriculum**Instructional Strategies**

This section is under revision.

Instructional Tools/Resources

This section is under revision.

LANGUAGE STRAND

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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. <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to demonstrate command of the conventions of standard English grammar and usage when speaking and writing, which includes an understanding of the function of phrases and clauses, and to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Content Elaborations

Writing conventions and grammatical structures help students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and to express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.

Students should recognize and demonstrate that verbals are formed from verbs, but are never used alone as action words in sentences. Instead, verbals function as nouns, adjectives, or adverbs.

Students should be able to differentiate between verbs in *active voice* and *passive voice*. Students should demonstrate understanding of the differences through writing and speaking in various contexts. Students should be able to recognize and correct inappropriate use of voice and shifts in mood.

Students should be able to form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. *Indicative:* Used to make statements rooted in fact or opinion.

Imperative: Used to make a command or request.

Interrogative: Used to ask a question.

Conditional: Used to state under what conditions something might happen, such as *That dress would look better if it were pink.*

Subjunctive: Used to state something a person would wish for or a hypothetical situation, such as *If only my hair were longer.*

Students should demonstrate command of the conventions of punctuation, including the use of ellipses, and spelling when writing.

Next Grade Level Progression Statement

In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when speaking and writing, particularly parallel structure and the use of various types of phrases and clauses, and to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (i.e. semicolon, colons).

	Instructional Supports for the Model Curriculum
	<p><u>Instructional Strategies</u> <i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u> <i>This section is under revision.</i></p>

Strand	Language
Topic	<i>Knowledge of Language</i>
Standard	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

Previous Grade Level Progression Statement

In the previous grade level, students were expected to express ideas precisely and reduce wordiness in speaking, reading, or listening.

Content Elaborations

Students should apply their knowledge of language conventions in oral, auditory, written, or viewed expression. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style and tone. For instruction in the use of active and passive voice and verb moods, refer to content elaboration for L.8.1.

Next Grade Level Progression Statement

In the next grade band, students will apply knowledge of language to understand how language functions in different contexts (i.e. dialects, registers), to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Student work must also conform to specific style manual guidelines (i.e. MLA Handbook, Turabian's *Manual for Writers*).

Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u> <i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u> <i>This section is under revision.</i></p>	

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
Standards	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). <p>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.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to determine or clarify the meaning of unknown and multiple-meaning words (including Greek or Latin affixes and roots) and demonstrate understanding of figurative language, word relationships, and nuances in word meanings (i.e. connotations and denotations). They also were expected to acquire and use accurately grade-appropriate academic and domain-specific words.

Content Elaborations

Students should understand that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues and reference materials, aids in understanding complex words and new subject-area vocabulary.

Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.

Students should use a variety of skills to develop, expand, and maintain a strong vocabulary base that includes academic and domainspecific words and phrases.

Next Grade Level Progression Statement

In the next level band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words (i.e. by using context, noticing patterns of word changes, parts of speech, consulting various reference materials). Students are also expected to demonstrate understanding of figurative language and word relationships and nuances in word meanings (i.e. connotations and denotations). Students are expected to acquire and use accurately general academic and domainspecific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level, while demonstrating independence in gathering vocabulary knowledge.

Instructional Supports for the Model Curriculum**Instructional Strategies**

This section is under revision.

Instructional Tools/Resources

This section is under revision.

English Language Arts Model Curriculum Update Writing Team

GRADE 8

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