

LANGUAGE		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<p><b>Note:</b> The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; Indeed, they are inseparable from such contexts.</p>		
<b>8</b>	Conventions of Standard English	<b>LA.8.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of verbals (e.g., gerunds participles, infinitives) in general as well as in particular sentences; form and use verbs in the active and passive voice; form and use the indicative, imperative, interrogative, conditional, and subjunctive mood; correct inappropriate shifts in verb voice and mood (L.8.1)
		<b>LA.8.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., comma, ellipsis, dash) to indicate a break; use an ellipsis to indicate an omission; spell correctly (L.8.2)
	Knowledge of Language	<b>LA.8.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening: use verbs in the active/passive voice and in the conditional/subjunctive mood to achieve particular effect (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact) (L.8.3)
	Vocabulary Acquisition and Use	<b>LA.8.L.4</b> Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.8.4)
		<b>LA.8.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., irony) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (L.8.5)
		<b>LA.8.L.6</b> Acquire and use content-specific words and phrases (L.7.6)
READING - READING FOUNDATIONS		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
<b>8</b>	Fluency	<b>LA.8.RF.1</b> Read orally, demonstrating understanding of the material and awareness of the audience
		<b>LA.8.RF.2</b> Adapt pace and reading techniques for different purposes in oral and silent reading

READING - INFORMATIONAL TEXT		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
8	Key Ideas and Details	<b>LA.8.RI.1</b> Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RI.7.1)
		<b>LA.8.RI.2</b> Analyze the development of a main idea throughout the text, including its relationship to supporting ideas; connect the text to one's personal worldview (RI.8.2)
		<b>LA.8.RI.3</b> Evaluate how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI.8.3)
	Craft and Structure	<b>LA.8.RI.4</b> Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RI.8.4)
		<b>LA.8.RI.5</b> Analyze paragraph structure, including the role of particular sentences in developing and refining a key concept (RI.8.5)
		<b>LA.8.RI.6</b> Determine an author's point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (RI.8.6)
	Integration of Knowledge and Ideas	<b>LA.8.RI.7</b> Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea (RI.8.7)
		<b>LA.8.RI.8</b> Evaluate the validity of an argument, recognizing when irrelevant evidence is introduced (RI.8.8)
		<b>LA.8.RI.9</b> Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (RI.8.9)
		<b>LA.8.RI.10</b> Select informational text that affirms the principles in God's Word
	Range of Reading and Level of Text Complexity	<b>LA.8.RI.11</b> Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.8.10)
		<b>LA.8.RI.12</b> Use a variety of reference and research materials, both print and digital
		<b>LA.8.RI.13</b> Read literary nonfiction for pleasure, personal growth and spiritual development

READING - LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
8	<b>Key Ideas and Details</b>	<b>LA.8.RL.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RL.8.1)
		<b>LA.8.RL.2</b> Analyze the development of a theme throughout the text, including its relationship to the characters, setting, and plot (RL.8.2); connect the text to one's personal worldview
		<b>LA.8.RL.3</b> Analyze how dialogue or incidents in a story or drama propel the action, reveal character, and/or provoke a decision (RL.8.3)
	<b>Craft and Structure</b>	<b>LA.8.RL.4</b> Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RL.8.4)
		<b>LA.8.RL.5</b> Compare and contrast two or more texts and analyze how the structure of each contributes to its meaning and style (RL.8.5)
		<b>LA.8.RL.6</b> Analyze how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (RL.8.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.8.RL.7</b> Analyze the extent to which print, multimedia, or live production of a story or drama accurately portrays the original, evaluating the choices made by the authors, directors, or actors (RL.8.7)
		<b>LA.8.RL.8</b> Analyze how some works of fiction draw on elements (e.g., themes, patterns of events, character types) of traditional literature and describe how the material is rendered new (RL.8.9)
		<b>LA.8.RL.9</b> Make connections between a text and personal life experiences, other texts, and the world
		<b>LA.8.RL.10</b> Select literature that reflects the principles of God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.8.RL.11</b> Read and comprehend literature of appropriate complexity, independently and proficiently (RL.8.10)
		<b>LA.8.RL.12</b> Self-monitor reading strategies and make modifications as needed
		<b>LA.8.RL.13</b> Read literature for pleasure, personal growth, and spiritual development

**SPEAKING AND LISTENING**

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<p><b>Essential Question:</b> How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?</p>		<p><b>Big Idea:</b> The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.</p>
<p><b>Assessments:</b> Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell</p>		
<p style="text-align: center; font-size: 2em;"><b>8</b></p>	<p><b>Comprehension and Collaboration</b></p>	<p><b>LA.8.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare by reading or researching material, reflect on ideas under discussion, and refer to the material during discussion; follow rules for collegial discussions, pose questions that connect the ideas of several speakers; acknowledge new information expressed by others (SL.8.1)</p>
		<p><b>LA.8.SL.2</b> Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) (SL.8.2)</p>
		<p><b>LA.8.SL.3</b> Evaluate the speaker's logic, identifying relevant and irrelevant evidence (SL.8.3)</p>
	<p><b>Presentation of Knowledge and Ideas</b></p>	<p><b>LA.8.SL.4</b> Present claims and findings on an issue or topic in a focused, coherent manner, using relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.8.4)</p>
		<p><b>LA.8.SL.5</b> Generate a variety of media, including digital, for presentations (SL.8.5)</p>
		<p><b>LA.8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.8.6)</p>
		<p><b>LA.8.SL.7</b> Demonstrate reverence to God when speaking and listening</p>

WRITING		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we write for a variety of purposes and audiences?		<b>Big Idea:</b> We honor God when we choose to write in ways that affirm the teachings in His Word.
<b>Assessments:</b> Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
<b>8</b>	<b>Text Types and Purposes</b>	<b>LA.8.W.1</b> Write arguments to support claims that include: an introduction; clear and logical reasoning validated by well-organized evidence from credible sources; acknowledgement of alternate or opposing claims; transitional words, phrases, and clauses; a style appropriate for the audience; and a supported conclusion (W.8.1)
		<b>LA.8.W.2</b> Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts and tables) when useful; style appropriate for the audience; and a supported conclusion (W.8.2)
		<b>LA.8.W.3</b> Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing, reflection), relevant descriptive details; sensory details; precise words and phrases; transitions to signal shifts in time or setting and show relationships among experiences and events; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.8.3)
		<b>LA.8.W.4</b> Write for meaning from a Biblical worldview
	<b>Production and Distribution of Writing</b>	<b>LA.8.W.5</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.8.4)
		<b>LA.8.W.6</b> With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.8.5)
		<b>LA.8.W.7</b> Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas, and to interact and collaborate (W.8.6)
	<b>Research to Build and Present Knowledge</b>	<b>LA.8.W.8</b> Conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional questions for multiple avenues of exploration (W.8.7)
		<b>LA.8.W.9</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation (W.8.8)
		<b>LA.8.W.10</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9)
	<b>Range of Writing</b>	<b>LA.8.W.11</b> 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 (W.8.10)