

# Utah CORE Language Art Curriculum Standards Map

**Grade Level: 8**

Language		September	October	November	December	January	February	March	April	May	June	Activities	Formative Assessment	Summative Assessment
Anchor Standards	Standard	Timeline												
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the functions of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.</p> <p>Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>SWBAT use language correctly when writing or speaking.</p> <p>a. SWBAT define verbals and explain how they work in sentences.</p> <p>b. SWBAT explain the difference between active and passive verbs and use them in sentences.</p> <p>c. SWBAT use verbs in the following forms: indicative, imperative, interrogative, conditional, and subjunctive.</p> <p>d. SWBAT recognize verb shifts between active and passive voices and correct them.</p> <p>d. SWBAT recognize misused verb forms and correct them.</p>	X	X	X	X	X	X	X	X	X	X	<p>Daily Grammar warm-ups (mini-lessons)</p> <p>Grammar Story 1-16</p>	<p>Grammar and Punctuation pre-test</p> <p>Students create a parts of speech board game</p>	<p>Grammar and Punctuation Post Test</p> <p>SAGE Summative Test</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>Spell correctly</p>	<p>SWBAT I can use correct capitalization, punctuation, and spelling in writing.</p> <p>a. SWBAT use correct punctuation to indicate a pause or break in a sentence.</p> <p>b. SWBAT use an ellipsis to indicate omitted words or phrases.</p> <p>c. SWBAT correct misspelled words in writing.</p>	X	X	X	X	X	X	X	X	X	X	<p>Grammar Story</p> <p>Daily Warm-up mini-lessons</p>	<p>Students' proficiency in this area can be measured in their written assignments</p>	<p>Editing Post Test</p> <p>SAGE Summative Test</p>

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<p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening. 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).</p>	<p>a. SWBAT demonstrate how language should sound when it is spoken, written, and read.</p> <p>b. SWBAT use active and passive voice in my writing.</p> <p>c. SWBAT create a specific effect by using conditional and subjunctive mood.</p>		X									Explicit instruction through daily warm-ups	Small group and class discussion about appropriate situations for using active and passive voice	
<p>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.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word or phrase (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation or a word or determine or clarify its</p>	<p>SWBAT use a variety of strategies to determine what a word or phrase means.</p> <p>a. SWBAT determine the meaning of a word through context clues or by the way it is used in a sentence.</p> <p>b. SWBAT determine the meaning of a word through knowledge of Greek or Latin word parts.</p> <p>c. SWBAT explain what general academic words are and use them in their writing.</p> <p>d. SWBAT define words and phrases that are specific to language arts and apply them in speaking and writing.</p> <p>e. SWBAT use various resources to build vocabulary and help them understand what they read or hear. SWBAT use reference materials to find the pronunciation and meaning of unfamiliar words.</p> <p>f. SWBAT guess at the meaning of a word and then double check to see if they are right by using a dictionary. SWBAT use a variety of strategies to determine what a word or phrase means.</p>	X						X	X			<p>Explicit Instruction on strategies for determining word meaning.</p> <p>Students practice with vocabulary in context from <i>The Outsiders</i>, <i>My Brother Sam is Dead</i>, and <i>Parallel Journeys</i></p> <p>Explicit instruction regarding Greek and Latin roots and affixes.</p>	<p>Independent vocabulary enrichment activity. Students reflect on their own progress</p> <p>Students illustrate the vocabulary words</p>	<p>Vocabulary Tests</p> <p>Greek and Latin Roots Test</p>

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<p>precise meaning or its part of speech.</p> <p>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>		X	X											
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p>6. Acquire and use accurately grade appropriate general academic</p>	<p>SWBAT identify examples of figurative language, recognize how words relate to each other, and recognize the slight differences in word meanings based on how they are used.</p> <p>a. SWBAT identify figures of speech like verbal irony and puns and explain their intended meanings.</p> <p>b. SWBAT clarify a word through examining other words and ideas that are similar or opposite.</p> <p>c. SWBAT recognize how words relate to each other.</p> <p>d. SWBAT clarify a word through examining other words and ideas that are similar or opposite.</p> <p>e. SWBAT explain the difference between the literal meaning of a word and its positive or negative association.</p> <p>a. SWBAT use words necessary for expressing ideas that are important to grade-level appropriate topics.</p>	X	X				X	X				<p>Written responses to poetry:</p> <p>“The Road Not Taken”</p> <p>Idioms collection</p> <p>“Jabberwocky”</p> <p>“Invictus”</p> <p>Reading assignments</p>	<p>Students create examples of figurative language and apply them in their own writing.</p> <p>Argumentative writing on a controversial issue.</p> <p>Students define character, setting, plot,</p>	<p>Figurative Language Test</p> <p>End of Novel Tests</p> <p>SAGE Test</p>

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and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	b. SWBAT recognize words that are important for understanding or expressing ideas and learn what they mean.	X	X		X	X	X	X				for both informational and literary texts.	and theme as they relate to <i>The Outsiders</i>	