

Course: English Grade 8
Wit and Wisdom Module 1 (18 Weeks/1 Semester)

Essential Question: What is the power of storytelling?

Student Understanding:

- Imagining and expressing ourselves through narrative and language is essential to our humanity.
- Storytelling is a personal, social, and cultural form of expression that we use to make sense of ourselves and the world.
- Stories affect human beings in distinctive ways that allow them to process their own and others' experiences.
- An individual's sense of self is an important part of identity, and is shaped by many factors.
- Complex stories illuminate insights about identity, family, culture, and experience.
- The expression and form of narratives shape their meaning.

Texts:

CORE TEXTS

- **Novel (Literary)**
- *The Crossover*, Kwame Alexander

SUPPLEMENTARY TEXTS

- **Journalism**
- "Gators Fall in Quarterfinals," The Associated Press
- "Bearden's Collages Encompass Bruegel's Babel, Harlem Blues," Mario Naves
- **Literary Nonfiction**
- "The Man Made of Words," N. Scott Momaday (Handout 24A)
- **Music**
- "Filthy McNasty," Horace Silver
- **Paintings**

- *The Block*, Romare Bearden
- *Children's Games*, Pieter Bruegel the Elder
- **Poetry**
- “Nikki-Rosa,” Nikki Giovanni
- “Slam, Dunk, & Hook,” Yusef Komunyakaa
- “Sometimes Silence Is the Loudest Kind of Noise,” Bassey Ikpi
- **Scientific Accounts**
- “This Is Your Life (and How You Tell It),” Benedict Carey
- “Your Brain on Fiction,” Annie Murphy Paul, *The New York Times*
- **Speech**
- “The Danger of a Single Story,” Chimamanda Ngozi Adichie
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- **Images**
- Image of Michael Jordan
- Fat Man Kicks Man in Hat Illustration
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- **Websites**
- “Romare Bearden: Let's Walk the Block,” metmuseum.org
- What is Storytelling? National Storytelling Network
- Ultimate Youth Basketball Guide
- **Videos**
- “Sometimes Silence Is the Loudest Kind of Noise,” Bassey Ikpi
- “Nikki Rosa on Def Jam Poetry,” Nikki Giovanni
- “Slam, Dunk, & Hook,” Yusef Komunyakaa
- “The Human Soul Distilled,” Reading Rockets

Learning Goals:

Knowledge Goals

- Identify and interpret the ways form, content, and expression contribute to the meaning of stories.
- Explain the concept of “sense of self” and the factors that can shape a person’s sense of self.

- Summarize a range of cultural, scientific, and literary explanations of the distinctive role of storytelling in people's lives.
- Articulate a well-formed understanding of the power of storytelling.
- Delineate the purpose and effects of sensory, descriptive, and figurative language in storytelling.
- Define narrative elements and poetic terms.

Reading Goals

- Compare and contrast poetic forms and structures. (RL.8.5)
- Analyze how a text's language, form, and content work together to convey a cohesive and compelling narrative. (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5)
- Analyze the impact of word choice and figurative language on a text's meaning. (RL.8.4, RI.8.4)
- Apply ideas and concepts from informational texts to readings of literary texts in order to analyze the power of storytelling. (RL.8.2, RI.8.2)

Writing Goals

- Use descriptive and sensory language that appeals to the senses, helps the reader imagine an abstract idea, and deepens understanding of an experience or character. (W.8.3)
- Write and revise a variety of poetry that conveys a narrative, represents different poetic types, and effectively employ descriptive and sensory language. (W.8.3, W.8.4, W.8.5, W.8.10)
- Effectively incorporate evidence from informational texts into informative writing to convey an understanding of the power of storytelling. (W.8.2)

Speaking and Listening Goals

- Apply an understanding of the role of oral expression in storytelling by using purposeful rhetorical techniques in performing poetry and tailoring speaking to an audience. (SL.8.4, SL.8.5, SL.8.6)
- Purposefully listen in service of a specific writing goal. (SL.8.1)

Language Goals

- Use context clues and Greek or Latin affixes and roots to determine and clarify the meanings of unknown words. (L.8.4.a, L.8.4.b)

- Analyze figures of speech in context and communicate understanding through literary analysis and creative writing. (L.8.5.a)
- Form and use verbs in the indicative, imperative, and interrogative moods in appropriate contexts. (L.8.1.c)

Standards:

FOCUS STANDARDS

Reading Literature	
RL.8.1 (E08.A-K.1.1.1, R8.A.1.3.2)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2 (E08.A-K.1.1.2, R8.A.1.4.1)	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.4 (E08.A-V.4.1.2, R8.A.1.2.2)	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.
RL.8.5 (E08.A-C.2.1.2, R8.A.1.6.2)	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.
Reading Informational Text	
RI.8.2 (E08.A-K.1.1.1, 8.A.1.4.1)	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.
Writing	
W.8.3 (E08.C.1.3.1)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.4 (E08.C.1.3.2, E08.C.1.3.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 (E08.C.1.3.3)	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience are addressed.
Speaking and Listening	
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.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language	
L.8.1.c (E08.D.1.1.2)	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.2.a (E08.D.1.2.1)	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.5.a (E08.A-V.4.1.2)	Interpret figures of speech (e.g. verbal irony, puns) in context.
CONTINUING STANDARDS	
Reading Literature	
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.
Reading Informational Text	
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.
Language	

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.

Major Assessments:

Focusing Question Tasks	Elements that Support Success on the EOM Task	Standards
<p>1. Synthesize an understanding of narrative form and Josh’s identity in <i>The Crossover</i> through the writing and analysis of an original list poem, using descriptive and sensory language.</p> <p>FQT 1 FQT 1 PDF</p>	<ul style="list-style-type: none">• Demonstrate an understanding of the concept of “sense of self.”• Write a poem using a specific poetic structure, employing effective language and sequencing choices.	<p>RL.8.2, RL.8.4, W.8.3, RL.8.4</p>
<p>2. Write three ToSEEC (i.e., a paragraph containing a Topic Statement, Evidence, Elaboration, and a Concluding Statement) paragraphs that compare and contrast the content and form of two poems from <i>The Crossover</i>.</p> <p>FQT 2 FQT 2 PDF</p>	<ul style="list-style-type: none">• Apply an understanding of the relationship between form and content in poetry.• Express ideas about poetry in informative writing.	<p>RL.8.1, RL.8.2, RL.8.5, W.8.2</p>
<p>3. Write, perform, and record a definition poem that expresses an understanding of the relationship between form, content, and poetic performance.</p> <p>FQT 3 FQT 3 PDF</p>	<ul style="list-style-type: none">• Write a poem using a specific poetic structure.• Use oral expression in a poetry performance.	<p>RL.8.5, W.8.3, W.8.4, W.8.6, SL.8.4, SL.8.5, SL.8.6</p>
<p>4. Write a thesis statement and two ToSEEC paragraphs that examine ideas about the power of stories in two informational texts.</p>	<ul style="list-style-type: none">• Identify central ideas about the power of stories in two informational texts.• Analyze how stories help us make sense of ourselves and the world.	<p>RI.8.2, W.8.2</p>

FQT 4 FQT 4 PDF		
New-Read Assessments	Elements that Support Success on the EOM Task	Standards
<p>1. Read a poem by Yusef Komunyakaa. Answer several multiple-choice questions, and write a short-answer response that examines the relationship between language and meaning in a poem.</p> <p>NR 1 NR 1 PDF</p>	<ul style="list-style-type: none"> Analyze the relationship between form and meaning in a poem. Interpret the meaning and effect of figurative language. 	RL.8.2, RL.8.4
<p>2. Read and watch a lecture by novelist Chimamanda Ngozi Adichie, answer several multiple-choice questions, and write a short-answer response that analyzes Adichie’s elucidation of the power of stories.</p> <p>NR 2 NR 2 PDF</p>	<ul style="list-style-type: none"> Discern the different kinds of power that stories represent. Analyze how stories help us make sense of ourselves and the world. 	RI.8.2
Socratic Seminars	Elements that Support Success on the EOM Task	Standards
<p>1. Evaluate multiple meanings of the word <i>crossover</i> in <i>The Crossover</i>, especially as they develop the novel’s themes and structure.</p> <p>SS</p>	<ul style="list-style-type: none"> Demonstrate an understanding of the themes and narrative arc of <i>The Crossover</i>. Pose an opinion of effectiveness about the development of the word across multiple poems. Respond to other perspectives about themes in <i>The Crossover</i>. 	RL.8.2, RL.8.3, RL.8.4, RL.8.5, SL.8.1, SL.8.6
<p>2. Synthesize an understanding of content, structure, and expression across a variety of poetic performances.</p> <p>SS</p>	<ul style="list-style-type: none"> Expand and deepen an understanding of poetic structure, content, and expression. Analyze how oral expression impacts a poem. 	RL.8.2, SL.8.1, SL.8.6

<p>3. Analyze the power of stories across three informational texts, synthesizing ideas of the social, physical, and personal power of stories.</p> <p>SS</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of different perspectives about the power of storytelling. • Distinguish different ideas about how stories help us make sense of ourselves and the world. 	<p>RI.8.2, SL.8.1, SL.8.6</p>
<p>EOM Task</p>	<p>Criteria for Success</p>	<p>Standards</p>
<p>Write a portfolio of three poems that demonstrates an understanding of ideas of the power of stories, the effects of descriptive and sensory language, narrative arc, and the relationship between content and structure. Write a cover letter explaining and analyzing creative choices. Then perform the poetry portfolio for an audience, with attention to poetic expression.</p> <p>EOM Task EOM Task PDF</p>	<ul style="list-style-type: none"> • Produce a narrative sequence of three poems demonstrating effective use of narrative elements. • Write a cover letter explaining the story, the relationship between form and content, and an understanding of the power of storytelling. 	<p>RL. 8.2, RI.8.2, W.8.3, W.8.4, W.8.5, SL.8.4, SL.8.5, SL.8.6, L.8.1.c, L.8.2.a, L.8.4, L.8.5.a, L.8.6</p>
<p>Vocabulary Assessments*</p>	<p>Elements that Support Success on the EOM Task</p>	<p>Standard</p>
<p>Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.</p> <p>Vocabulary Assessment 1 Vocabulary Assessment 1 PDF</p> <p>Vocabulary Assessment 2 Vocabulary Assessment 2 PDF</p>	<ul style="list-style-type: none"> • Acquire and use grade-appropriate academic terms. • Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	<p>L.8.6</p>

Course: Grade 8 Wit and Wisdom Module 4 (18 Weeks/1 Semester)

Essential Question: How do people effect social change?

Student Understanding:

- Social change occurs through a series of strategies, actions, and responses performed by different people with different roles.
- Challenging injustice is never easy, and often includes overcoming obstacles, facing conflict, or meeting with resistance.
- Change agents can be motivated by personal, social, or historical circumstances, and challenges to injustice can be enacted by anyone who is motivated to stand up for what they believe.

Texts:

CORE TEXT

- **Historical Account (Informational)**
- *Claudette Colvin: Twice Toward Justice*, Phillip Hoose

SUPPLEMENTARY TEXT

- **Articles**
- “Small Change,” Malcolm Gladwell
- “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire,” Sam Gustin
- “About,” *Wired*

- **Magazines**
- “Bring new beauty to hard-to-manage hair with Lustrasilk,” *Ebony*

- “Models Can’t Take Chances,” *Ebony*
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- **Sculpture**
- *Ladder for Booker T. Washington*, Martin Puryear
- **Photographs**
- Photograph of Alabama historical marker for Rosa Parks and the Montgomery bus boycott
- Photograph of the sit-in in Greensboro, NC, *Fine Arts America*
-

- **Video**
- “Claudette Colvin: The Original Rosa Parks,” Great Big Story

- **Speech**
- The Address to the First Montgomery Improvement Association Mass Meeting, Martin Luther King, Jr.

Websites

- “America is More Diverse Than Ever — But Still Segregated,” Aaron Williams and Armand Emamdjomehj
- “Civil Rights Timeline,” *Kids Laws*
- “How the Arab Spring Engulfed the Middle East and Changed the World,” Michael Safi et al.

Correspondence

- Letter from Rosa Parks to Myles Horton, Wisconsin Historical Society

Learning Goals:

Knowledge Goals

- Explain and re-evaluate the contributions different people made to the Civil Rights Movement, especially Claudette Colvin.
- Analyze Claudette Colvin’s contributions to the Civil Rights Movement in relation to a broader range of historical events, actors, and ideas.
- Define what it means to challenge injustice in the context of specific historical, social, and individual circumstances.
- Identify diverse strategies to effect social change.
- Apply an understanding of an individual’s motivations and strategies for creating social change to the development of an original research project focused on a teen change agent.

Reading Goals

- Identify and analyze the structure of a paragraph, including the role of particular sentences in developing and refining a key concept. (RI.8.1, RI.8.5)
- Determine an author’s point of view or purpose, and explain how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.1, RI.8.6)

- Analyze and assess the purpose, motives, and credibility of information presented in diverse medias. (RI.8.1, RI.8.7, W.8.8, SL.8.2)
- Analyze two or more texts' presentation of conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. (RI.8.1, RI.8.9)

Writing Goals

- Write an informative research essay that synthesizes evidence from multiple texts, integrates multimedia information and formats, and uses technology to present and publish findings. (W.8.2, W.8.6, SL.8.5)
- Develop the focus of an informative research essay and presentation by selecting, synthesizing, and editing information and evidence from multiple individually-researched texts. (W.8.2.b, W.8.7, W.8.8)
- Strengthen claims and audience interest by integrating diverse media and formats in writing and oral presentations. (W.8.2.a, W.8.2.b, W.8.6, W.8.8, SL.8.4, SL.8.5)
- Conduct short research projects to answer a question, including self-generated questions, using search terms effectively, and gathering information from multiple print and digital sources. (W.8.7, W.8.8)
- Assess sources for credibility and accuracy, identifying gaps in knowledge generating new questions for additional research. (W.8.7, W.8.8)
- Deepen understanding of incorporating evidence effectively by making strategic decisions about when to quote and paraphrase, while avoiding plagiarism and formatting correctly. (W.8.8)

Speaking and Listening Goals

- Orally analyze and assess the purpose, social, commercial or political motives, and credibility of information presented in diverse medias. (RI.8.7, W.8.8, SL.8.2)
- Present research findings succinctly, focusing on essential information and ideas. (SL.8.4)
- Present research using multimedia, appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4, SL.8.5)

Language Goals

- Explain the function of verbals in general, use verbals in writing, and explain their functions in particular sentences. (L.8.1.a)
- In speaking and writing, use verbs in the active or passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3.a)

- Use context clues to determine the meaning or the word and verify its definition in the dictionary. (L.8.4.a, L.8.4.d)
- Determine and use the relationship between words to better understand each word. (L.8.5.b)

Standards:

FOCUS STANDARDS

Reading Informational Text	
RI.8.5 (E08.B-C.2.1.2, R8.A.2.6.2)	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.
RI.8.6 (E08.B-C.2.1.1, R8.A.2.6.1)	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.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.9 (E08.B-C.3.1.2, R8.B.1.2.1)	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.
Writing (E08.C.1.2.1, E08.C.1.2.2, E08.C.1.2.3, E08.1.2.4, E08.1.2.5, E08.1.2.6)	
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.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
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.
Speaking and Listening	
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.
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.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Language	
L.8.1.a (E08.D.1.1.1)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.3.a (E08.D.1.1.2, E08.D.1.1.4, E.08.D.2.1.1)	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).
L.8.4.a (E08.A-V.4.1.1)	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.
L.8.4.d (E08.A-V.4.1.1)	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).
L.8.5.b (E08.A-V.4.1.2 D)	Use the relationship between particular words to better understand each of the words.

CONTINUING STANDARDS

Reading Literature	
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.
Reading Informational Text	
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.
Language	
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.

Major Assessments:

Major Assessments

Focusing Question Tasks	Elements that Support Success on the EOM Task	Standards
<p>1. Write an informative, professional letter making a case for the inclusion of two different artifacts in various mediums in an exhibit about Claudette Colvin’s motivations for creating change.</p> <p>FQT 1 FQT 1 PDF</p>	<ul style="list-style-type: none"> Analyze the advantages and disadvantages of different mediums. Use formal style and tone to present information. 	RI.8.1, RI.8.7, W.8.2, W.8.4, W.8.9, L.8.1.a
<p>2. Write a two-paragraph annotated bibliography entry that explains Phillip Hoose’s purpose in writing about Claudette Colvin,</p>	<ul style="list-style-type: none"> Assess an author’s purpose and motivations in writing a text. 	RI.8.1, RI.8.2, RI.8.6, W.8.2, W.8.8, L.8.1.a

<p>and how he acknowledges and responds to conflicting viewpoints.</p> <p>FQT 2 FQT 2 PDF</p>	<ul style="list-style-type: none"> • Cite correctly, using MLA format. 	
<p>3. Complete a graphic organizer and write an informative paragraph in order to explain how two arguments about social media as a strategy for social change disagree on matters of fact and interpretation.</p> <p>FQT 3 FQT 3 PDF</p>	<ul style="list-style-type: none"> • Apply an understanding of strategies for social change. • Identify where two texts on the same topic disagree on matters of fact and interpretation. 	<p>RI.8.1, RI.8.3, RI.8.9, W.8.2, W.8.8, W.8.9, L.8.1.a</p>
<p>New-Read Assessments</p>	<p>Elements that Support Success on the EOM Task</p>	<p>Standards</p>
<p>1. Read a speech by Martin Luther King, Jr. Respond to multiple-choice questions, and then, using evidence from the text, write an informative/explanatory paragraph about how King’s speech develops a sense of justice.</p> <p>NR 1 NR 1 PDF</p>	<ul style="list-style-type: none"> • Express understanding of major figures in the Civil Rights Movement. • Apply understanding of advantages of different mediums. 	<p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.f, L.8.4.c, L.8.5.b</p>
<p>2. Read a closing example of weak-tie activism in a Malcolm Gladwell article. Respond to multiple-choice questions, and then, using evidence from the text, write an informative/explanatory paragraph about how this example develops Gladwell’s claims about social media as a strategy for social change.</p> <p>NR 2 NR 2 PDF</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of strategies for social change. • Analyze a specific paragraph and how that paragraph develops central ideas in “Small Change.” 	<p>RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, W.8.10, L.8.4.a</p>

Socratic Seminars	Elements that Support Success on the EOM Task	Standards
<p>1. Why did Claudette Colvin refuse to give up her seat on the bus?</p> <p><u>SS</u></p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the advantages and disadvantages of different mediums in conveying Claudette's motivations through collaborative conversation with peers. 	<p>RI.8.1, RI.8.7, SL.8.1, SL.8.2, SL.8.6</p>
<p>2. What have you learned about justice from your research?</p> <p><u>SS</u></p>	<ul style="list-style-type: none"> • Synthesize an understanding of social change from a variety of sources in order to express an understanding of how people create justice. 	<p>RI.8.1, RI.8.2, SL.8.1, SL.8.2, SL.8.4, SL.8.6</p>
EOM Task	Criteria for Success	Standards
<p>Write an informative/explanatory essay to present research about a teen change agent that uses specific strategies to effect social change. Then, translate that essay into a multimedia presentation to present findings to a wider audience.</p> <p>EOM Task EOM Task PDF</p>	<ul style="list-style-type: none"> • Draw on a minimum of three sources, including one non-print source. • Synthesize evidence, using paraphrasing and quoting. • Use active and passive verb moods to emphasize an actor or an action. • Cite correctly • Incorporate multimedia that adds interest and develops audience understanding of your topic. • Refine a written portion of an essay, and show an understanding of the shift in task from writing to presentation. • Provide succinct explanations in writing and orally. 	<p>RI.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.6, W.8.8, SL.8.4, SL.8.5, L.8.4.b, L.8.6</p>

	<ul style="list-style-type: none"> Use the conditional or subjunctive verb moods to express uncertainty or describe a state contrary to fact. 	
Vocabulary Assessments*	Elements that Support Success on the EOM task	Standards
<p>Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.</p> <p>Vocabulary Assessment 1 Vocabulary Assessment 1 PDF</p> <p>Vocabulary Assessment 2 Vocabulary Assessment 2 PDF</p>	<ul style="list-style-type: none"> Acquire and use grade-appropriate academic terms. Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.8.4.b, L.8.6