

**Merrimack School District
Essential Learning Competencies**

School	MMS
Discipline	Gr. 8
Course Title	ELA

Quarter 1/Quarter 2

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments (optional)	Summative Assessments
1. Students can refer to the text and find specific examples that strongly support their thoughts and inferences about a story.	<u>CCSS.ELA-Literacy.RL.8.1</u>	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small and large group discussions • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select narrative short story/novel (i.e. Book Trailer, Brochure, Power Point etc.) • Students will write a literary analysis essay
2. Students can use details from the text to determine the theme or message of a story and give an unbiased summary.	<u>CCSS.ELA-Literacy.RL.8.2</u>	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small and large group discussions • Entrance/Exit slips 	<ul style="list-style-type: none"> • Individual analysis of a select narrative short story/novel (i.e. Book Trailer, Brochure, Power Point etc.) • Students will write a literary analysis essay

3. Students can identify several literary techniques used by authors to influence meaning and tone in a text.	CCSS.ELA-Literacy.RL.8.4 CCSS.ELA-Literacy.RL.8.6	<ul style="list-style-type: none"> • Reading comprehension questions (short answer/constructed response) • Small and large group discussions • Entrance/Exit slips • Quiz on literary terminology 	<ul style="list-style-type: none"> • Individual analysis of a select narrative short story/novel (i.e. Book Trailer, Brochure, Power Point etc.)
4. Students can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.2.b CCSS.ELA-Literacy.W.8.2.c	<ul style="list-style-type: none"> • Note-taking • Responses to informal writing prompts • Monitoring student progress through phases of writing process • Peer and/or teacher conferencing 	<ul style="list-style-type: none"> • Students will write a literary analysis essay
5. Students can effectively participate in different types of discussions and with different people about 8 th grade topics, texts, and issues.	CCSS.ELA-Literacy.SL.8.1 CCSS.ELA-Literacy.SL.8.1.a	<ul style="list-style-type: none"> • Small/large group discussions (live or online discussion boards) • Peer and/or teacher conferencing (live or via Microsoft Comments) 	<ul style="list-style-type: none"> • Monitored throughout the quarter
6. Students can show that they know how to write sentences accurately and use ellipses to show that words or phrases have been left out.	CCSS.ELA-Literacy.L.8.2 CCSS.ELA-Literacy.L.8.2.b	<ul style="list-style-type: none"> • Daily practice • Entrance/Exit slips • Peer editing/teacher conferencing (revising) 	<ul style="list-style-type: none"> • Students will write a literary analysis essay

Quarter 3/Quarter 4

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments (optional)	Summative Assessments
1. Students can give examples of key pieces in a text that support their thoughts and inferences about a piece of informational text.	CCSS.ELA-Literacy.RI.8.1	<ul style="list-style-type: none"> Note-taking Reading comprehension questions (short answer/constructed response) Small and large group discussions Entrance/Exit slips 	<ul style="list-style-type: none"> Individual analysis of a select informational text Students will write an argument essay
2. Students can find more than one central idea of a text and explain how the ideas develop throughout the text and give an unbiased summary.	CCSS.ELA-Literacy.RI.8.2	<ul style="list-style-type: none"> Note-taking Reading comprehension questions (short answer/constructed response) Small and large group discussions Entrance/Exit slips 	<ul style="list-style-type: none"> Individual analysis of a select informational text Argument essay
3. Students can break a paragraph into sentences to identify and analyze their functions within the paragraph and explain how sentences support the main idea of the paragraph.	CCSS.ELA-Literacy.RI.8.5	<ul style="list-style-type: none"> Paragraph analysis Small and large group discussions Entrance/Exit slips 	<ul style="list-style-type: none"> Individual analysis of a select informational text Students will write an argument essay
4. Students can write arguments and use clear reasons and relevant evidence to support their claims.	CCSS.ELA-Literacy.W.8.1 CCSS.ELA-Literacy.W.8.1.a CCSS.ELA-Literacy.W.8.1.b CCSS.ELA-Literacy.W.8.1.e	<ul style="list-style-type: none"> Note-taking Responses to informal writing prompts Monitoring student progress through phases of writing process Peer and/or teacher conferencing 	<ul style="list-style-type: none"> Students will write an argument essay
5. Students can give a presentation (using multimedia and/or visual displays) that makes claims using relevant evidence, details, and reasons.	CCSS.ELA-Literacy.SL.8.4 CCSS.ELA-Literacy.SL.8.5	<ul style="list-style-type: none"> Practice presenting in various ways in preparation for final presentation Collect and respond to peer/teacher feedback 	<ul style="list-style-type: none"> Students will present key aspects of their argumentative essay

6. Students can show that they know how to write sentences accurately.	CCSS.ELA-Literacy.L.8.2	<ul style="list-style-type: none">• Daily practice• Entrance/Exit slips• Peer editing/teacher conferencing (revising)	<ul style="list-style-type: none">• Students will write an argument essay
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