BOARD APPROVED: June 22, 2026

EAST PENN SCHOOL DISTRICT

Course Name 8th Grade English Language Arts

Unit 1 Historical Fiction & Informative Writing

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

CC.1.2.8.A
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.

CC.1.2.8.C
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.F
Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC.1.3.8.A
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.

Transfer

Students will be able to independently use their learning to...

- ❑ *understand a historical event through historical fiction, and relate to those events through connection with the characters.*
- ❑ *write an informational text on a topic of choice, and supplement the writing with multimedia.*
- ❑ *conduct research while evaluating information to write informatively about a topic.*
- ❑ *demonstrate the ability to formulate a claim and develop an analysis through a written response to literature.*

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ Historical fiction is imagined stories based on real events from the past
- ❑ An author's style can influence a reader's perspective
- ❑ The meaning and tone of a literary text are shaped by an author's intentional use of

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do authors blend historical fact with fiction to shape a reader's understanding of the past?
- ❑ In what ways do an author's stylistic choices influence how we perceive characters and historical events?

CC.1.3.8.C 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. **CC.1.3.8.D** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. **CC.1.3.8.F** Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. **CC.1.4.8.A** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. **CC.1.4.8.B** Identify and introduce the topic clearly, including a preview of what is to follow. **CC.1.4.8.C** Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. **CC.1.4.8.D** Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to	figurative and connotative language ❑ A theme or central idea is developed over the course of a text through its relationship to characters, setting, and plot. ❑ dialogue and events in a story can impact the plot and character(s). ❑ informative writing is a synthesis of pertinent details that outline a topic, following a logical structure	❑ How does a text develop to show the reader themes about life and human nature? ❑ How do writers clearly inform an audience about a topic utilizing research?
	Acquisition	
	Students will know... ❑ I know that authors create historical fiction by combining actual events with imagined elements. ❑ I know that an author's craft can influence the way a reader views a character, event, setting, etc. ❑ I know the difference between figurative and connotative meanings and how they influence the overall tone of a story. ❑ I know the difference between a "topic" (e.g., war) and a "theme" (e.g., war changes a person's identity) and a summary.	*Students will be skilled at...* ❑ I can determine which parts of a story are based on actual historical events. ❑ I can identify how the author's craft choices (POV, flashback, foreshadowing, etc.) affect the text. ❑ I can explain how a specific conversation or event in a story forces a character to make a difficult decision. ❑ I can show how an author uses what a character says to reveal their personality or "hidden" traits. ❑ I can identify figurative language and explain how it

aiding comprehension. **CC.1.4.8.E** Write with an awareness of the stylistic aspects of composition. · Use precise language and domain-specific vocabulary to inform about or explain the topic. · Use sentences of varying lengths and complexities. · Create tone and voice through precise language. · Establish and maintain a formal style. **CC.1.4.8.F** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.2.8.A 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. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	❑ I know how a theme is developed in a text. ❑ I know that dialogue and events are an opportunity for character and/or plot development. ❑ I know that informative writing follows a structure that supports its purpose.	contributes to the meaning of a text. ❑ I can explain how connotation affects a reader's interpretation of characters or events in a text. ❑ I can track how a theme develops from the beginning to the end of a text. ❑ I can analyze the impact of dialogue and incidents on a text. ❑ I can write informatively to explain a topic, using an appropriate structure for the purpose.

CC.1.2.8.J 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. CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and		

proficiently. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.T 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. CC.1.4.8.U 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. CC.1.4.8.V 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.		

CC.1.4.8.W 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. CC.1.4.8.X 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.		

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EAST PENN SCHOOL DISTRICT

Course Name 8th Grade English Language Arts

Unit 2 Argumentative Reading & Writing

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

C.C.1.2.8.A
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.

C.C.1.2.8.D
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.

C.C.1.2.8.E
Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

C.C.1.2.8.H
Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

Transfer

Students will be able to independently use their learning to...

- ❑ *analyze an author's argument and evaluate the supporting evidence.*
- ❑ *research a topic to develop an argument, and present their argument orally and in writing.*
- ❑ *demonstrate the ability to formulate a claim and develop an analysis through a written response to literature.*

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ Effective arguments are built on a foundation of logical reasoning and supported by relevant, sufficient evidence from credible sources.
- ❑ c.c.An author's perspective and purpose shape the way they present an argument and the evidence they choose to include or omit.

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do I determine if an author's argument is sound and their evidence is sufficient?
- ❑ How does acknowledging opposing viewpoints actually make my own argument stronger?
- ❑ How do I effectively research and evaluate sources to find the most credible evidence for my claim?

<table>
<tr>
<td rowspan="3">C.C.1.2.8.I
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

C.C.1.4.8.G
Write arguments to support claims.

C.C.1.4.8.H
Introduce and state an opinion on a topic.

C.C.1.4.8.I
Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

C.C.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.5.8.A
Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
<td>❑ Counterclaims are essential components of a strong argument as they demonstrate an understanding of the topic's complexity and strengthen the overall claim.
❑ Argumentative writing requires a formal style and a logical structure to clearly communicate a position to a specific audience.
❑ Rhetorical devices and precise language are intentional tools used to create tone, voice, and influence an audience.</td>
<td>❑ How do authors strategically use formal style and rhetorical devices to establish authority and manipulate the audience's response?</td>
</tr>
<tr>
<td colspan="2">Acquisition</td>
</tr>
<tr>
<td>Students will know...
❑ I know the essential components of an argument: claim, reasons, evidence, and counterclaims, and rebuttals..
❑ I know how to distinguish between a fact and an opinion in an argumentative text.
❑ I know the characteristics of a formal writing style and how to maintain it throughout a piece.</td>
<td>Students will be skilled at...
❑ I can analyze an author's argument and evaluate the soundness of their reasoning.
❑ I can formulate a clear, arguable claim and support it with logical reasons and relevant evidence.
❑ I can distinguish my own claim from alternate or opposing claims (counterclaims) and</td>
</tr>
</table>

CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. **CC.1.5.8.D** 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. **CC.1.5.8.E** Adapt speech to a variety of contexts and tasks. **CC.1.5.8.F** Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. C.C.1.4.8.X 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. C.C.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	❑ I know how to identify and evaluate the credibility of various print and digital sources. ❑ I know how transitions create cohesion and clarify the relationships between claims and evidence. ❑ I know how authors use rhetorical devices to persuade their audience.	address them effectively (rebuttal). ❑ I can conduct research on a topic to gather evidence while citing my sources correctly to avoid plagiarism. ❑ I can organize my writing logically, using transitions to connect my thoughts and a concluding statement that reinforces my argument. ❑ I can present my findings and claims orally, maintaining eye contact and clear pronunciation.

C.C.1.4.8.T 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. C.C.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.C.1.4.8.U 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. C.C.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.C.1.3.8.A 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. C.C.1.3.8.J 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.		

C.C.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. C.C.1.2.8.J 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. C.C.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. C.C.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. C.C.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. C.C.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. C.C.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.		

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Course Name 8th Grade English Language Arts

Unit 3 Myths & Creative Writing

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS
Context and relevance for student learning</th></tr>
<tr><th>Standards</th><th colspan="2">Transfer</th></tr>
<tr><td rowspan="3">C.C.1.3.8.E
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.

C.C.1.2.8.I
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.

CC.1.3.8.H
Analyze how a modern work of fiction draws on themes, patterns of events, or</td><td colspan="2">Students will be able to independently use their learning to...
❑ determine a theme or central idea of a myth and analyze its development over the course of the text, specifically evaluating its relationship to the characters, setting, and plot.
❑ write narrative pieces (such as original myths) that develop imagined experiences or events using effective techniques, relevant descriptive details, and well-structured plot sequences.
❑ demonstrate the ability to formulate a claim and develop an analysis through a written response to literature.</td></tr>
<tr><th colspan="2">Meaning</th></tr>
<tr><td>UNDERSTANDINGS
Students will understand that...
❑ Myths serve as foundational narratives that reflect the values, beliefs, and cultural identities of the societies that created them.
❑ Theme development in mythology is a deliberate</td><td>ESSENTIAL QUESTIONS
Students will keep considering...
❑ How do myths help us understand the values and complexities of different cultures and human nature itself?
❑ How do myths act as a bridge between generations, allowing</td></tr>
</table>

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<tr>
<td rowspan="3">character types from traditional works, including describing how the material is rendered new.

CC.1.4.8.M
Write narratives to develop real or imagined experiences or events

CC.1.4.8.N
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events

CC.1.4.8.P
Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or</td>
<td>process where authors use the interaction between characters, setting, and plot to convey universal truths.
❑ Narrative craft and technique, such as well-structured plot sequences and relevant descriptive details, are essential for creating engaging and believable imagined experiences.
❑ Effective creative writing requires a balance of original "myth-making" and a deep understanding of traditional narrative structures and archetypes.</td>
<td>societies to preserve their history and pass down universal truths and cultural values?
❑ What makes a "new myth" compelling, and how can I use traditional narrative techniques to bring my own imagined events to life?
❑ How does following an established narrative structure allow a creator to communicate their ideas more effectively?</td>
</tr>
<tr>
<td colspan="2">Acquisition</td>
</tr>
<tr>
<td>Students will know...
❑ I know the defining characteristics of myths and how they differ from other forms of narrative fiction.
❑ I know the essential elements of a narrative arc, including how to build a well-structured</td>
<td>Students will be skilled at...
❑ I can determine a central theme or idea in a myth and track its evolution throughout the text.
❑ I can write an original myth that utilizes effective narrative techniques and relevant</td>
</tr>
</table>

setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narra **CC.1.4.8.Q** Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language. C.C.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. C.C.1.2.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. C.C.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course	plot sequence with a clear beginning, middle, and end. ❑ I know how to identify and define themes in mythology by analyzing the development of the text. ❑ I know the specific techniques for creative writing, such as using sensory details, dialogue, and pacing to develop imagined experiences.	descriptive details to engage an audience. ❑ I can produce and publish a polished creative writing piece using digital tools and collaborating with peers for revision.

of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. C.C.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. C.C.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. C.C.1.3.8.J 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. CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of		

standard English grammar, usage, capitalization, punctuation, and spelling. C.C.1.4.8.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.C.1.4.8.T 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. C.C.1.4.8.U 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. C.C.1.4.8.X 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. CC.1.2.8.J 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

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EAST PENN SCHOOL DISTRICT

Course Name 8th Grade English Language Arts

Unit 4 Dystopian Literary Circles & Literary Criticism Essay

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards

CC.1.4.8.D
Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E
Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice though precise language.
- Establish and maintain a formal style.

CC.1.4.8.F
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation,

Transfer

Students will be able to independently use their learning to...

- ❑ *critically analyze and compare how different dystopian authors develop central themes, characters, and settings to comment on societal issues.*
- ❑ *synthesize evidence from multiple literary texts to support a complex analysis of how dystopian elements function across different narratives.*

Meaning

UNDERSTANDINGS

Students will understand that...

- ❑ Authors write dystopian stories to highlight problems in our current world and warn us about what might happen if those problems continue.
- ❑ Authors create dystopian protagonists who often begin as part of the status quo but evolve to challenge the oppressive world around them.

ESSENTIAL QUESTIONS

Students will keep considering...

- ❑ How do dystopian authors use their fictional worlds to comment on or critique real-world societal issues?
- ❑ How does a dystopian setting force a character to change, resist, or succumb to their environment?

and spelling. **CC.1.4.8.K** Write with an awareness of the stylistic aspects of composition. · ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Use sentences of varying lengths and complexities ● Create tone and voice though precise language. ● Establish and maintain a formal style. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.J 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. CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course	❑ A character's internal conflict and ultimate choices are what drive the plot and reveal the author's deeper warnings about society. ❑ Using different "lenses" for literary criticism means looking at a book from different angles to find deeper meanings you might miss at first. ❑ Using different "lenses" for literary criticism helps us analyze a character's motivations, such as how their history or their social class shapes their actions. ❑ A strong essay needs to be organized by grouping similar ideas together and using smooth transitions so the reader can follow your argument. ❑ Using a formal tone and professional language makes your academic writing sound more credible and clear.	❑ In what ways do the protagonist's specific traits—like their flaws or their strengths—help them survive or fail in a broken society? ❑ How does applying a specific literary lens (criticism) change or deepen our understanding of a text?

	Acquisition	
of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.G 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 directors or actors. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.8.J 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.R	*Students will know...* ❑ I know the common characteristics of dystopian fiction, such as oppressive governments, the loss of individualism, and environmental ruin. ❑ I know what literary criticism is and how to apply different lenses to see a book in a new way. ❑ I know how dystopian authors use archetypal characters to tell a story. ❑ I know the specific vocabulary used to talk about dystopian societies and literary analysis.	*Students will be skilled at...* ❑ I can analyze how a character develops over the course of a dystopian novel and how their transformation impacts the story's message. ❑ I can apply a specific literary lens to analyze a character's role and identity within the story. ❑ I can pick out the best quotes and evidence from a text to support a sophisticated literary criticism. ❑ I can write a formal analysis that synthesizes information from a text with a chosen critical perspective.

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.T 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. CC.1.4.8.U 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. CC.1.4.8.V 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. CC.1.4.8.W 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.		

CC.1.4.8.X 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.		