

**WIT &
WISDOM**[®]
OREGON
MORE MEANINGFUL ENGLISH

Oregon English Language
Arts and Literacy Standards
Correlation to *Wit & Wisdom*

GRADE 8

June 2021

Wit & Wisdom*® Oregon correlation to *Oregon English Language Arts and Literacy Standards

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Wit & Wisdom® Oregon is a comprehensive Kindergarten through Grade 8 English language arts (ELA) curriculum. *Wit & Wisdom* was created by Great Minds® by bringing together teachers and experts who believe all students deserve access to rich, rigorous content alongside systematic, scientifically based reading instruction.

At the heart of each *Wit & Wisdom* module is a selection of literary works, informational texts, and visual art. Every text a student explores is authentic and of the highest quality. Students use these texts at every turn to learn—and eventually master—essential reading, communication, and vocabulary skills. Each module focuses on an engaging, content-focused topic. The purposeful sequence of topics within and across grade levels builds students’ content knowledge in literature, the arts, social sciences and history, and science. A shared knowledge base empowers all students to comprehend complex texts.

Powerful questions guide students’ learning across the 30–38 lessons in each module. In Grade 8, students engage with the following module topics and Essential Questions:

Module 1: *The Poetics and Power of Storytelling*

- Essential Question: What is the power of storytelling?

Module 2: *The Great War*

- Essential Question: How do literature and art illuminate the effects of World War I?

Module 3: *What Is Love?*

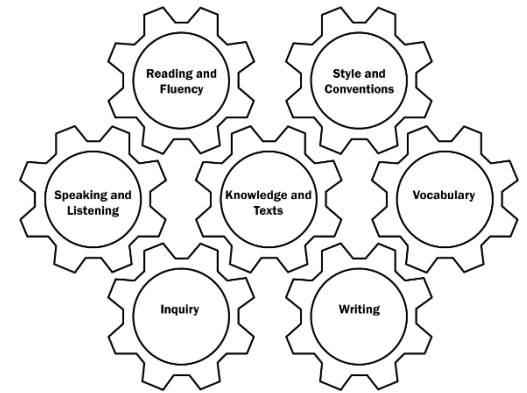
- Essential Question: What is love?

Module 4: *Teens as Change Agents*

- Essential Question: How do people effect social change?

Using predictable yet flexible Content Stages with their associated Content Framing Questions, for close reading, *Wit & Wisdom* students build transferable skills to comprehend texts across the content areas. Explicit, text-based writing and speaking and listening instruction follows a sequence of Craft Stages that gradually leads students to mastery in writing and presenting.

Great Minds supports all students in learning by achieving the essential balance of accountability to standards through meaningful, relevant content. Each module lesson integrates reading, writing, speaking and listening, and vocabulary instruction and includes an aligned conventions or vocabulary Deep Dive (DD).



GRADE 8 ENGLISH LANGUAGE ARTS

The following alignment study provides illustrative examples of how *Wit & Wisdom* Oregon addresses Oregon’s English Language Arts and Literacy Standards. The aligned examples included are not comprehensive (the full curriculum contains many more examples), but rather show where the knowledge and skills of each standard and substandard are taught, learned, or demonstrated. Because the instruction of standards in *Wit & Wisdom* Oregon is integrated and not isolated, the same lesson may be listed as an exemplar for more than one standard. Sometimes a full lesson illustrates alignment; other times we call out lesson sections or a Deep Dive. Some individual examples may address components of the standard’s knowledge or skills, with the complete set of examples providing full coverage of the standard.

Wit & Wisdom Oregon provides students with the proficiencies necessary to meet the Oregon English Language Arts and Literacy Standards while benefiting from the access to rich texts and knowledge building. With *Wit & Wisdom* Oregon, students build the knowledge, vocabulary, foundational literacy, and critical thinking skills they need for success in secondary and post-secondary education, career, and civic life.

PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at greatminds.org/English.

ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*’s team offers customizable professional development—virtually or on-site. *Wit & Wisdom* also includes the following free support resources available only from Great Minds:

Introducing *Wit & Wisdom*

- Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*

- Family Tip Sheets
- Volume of Reading text list
- *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
- The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum’s rich artwork)

Wit & Wisdom’s rigorous and joyful text-based approach to reading instruction creates skilled readers who love to read. Through inquiry-based engagement, students build their comprehension and deepen their analysis of texts. *Wit & Wisdom* reading lessons are precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module; require that learners do the cognitive work; are structured within and across lessons to guide purposeful engagement during each Content Stage of a text; and are sequenced across the module to cultivate content connections and skill development among multiple texts. Each lesson begins and ends with a Content Framing Question that provides an umbrella for the text-dependent tasks and text-dependent questions (TDQs) in the lesson. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers. The discussions, text-dependent tasks, and TDQs within each Content Stage serve a distinct purpose, illuminating key close reading habits:

- **Wonder:** Students generate their own observations and questions, forming an initial impression of the text.
- **Organize:** Readers get the gist of the text by sorting out characters, settings, and plot for literary texts; or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas (e.g., domain-specific vocabulary, syntax, and background information) that are crucial to understanding the text and set the stage for deeper interpretation and analysis.
- **Reveal:** Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure, and analyze how each element affects meaning.
- **Distill:** Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.
- **Know:** Students articulate how a text builds their knowledge and expand their knowledge by connecting the text to other texts and topics of study.

Modules 1–4: Module Overview: Texts

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Literature	Key Ideas and Details	8.RL.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	Module 1: Lessons 1–11, 13–22, 29 Module 2: Lessons 6–11, 13–24, 26–28, 30, 33–36 Module 3: Lessons 1–11, 17–27, 29–34, 36

		<p>8.RL.2 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 evidence-based summary of the text.</p>	<p>Module 1: Lessons 1–8, 10, 12–13, 13DD, 14–19, 21–22, 29, 29DD, 30 Module 2: Lessons 8–10, 13–30, 33–36 Module 3: Lessons 2–11, 17, 20–27, 29–34, 36</p>
		<p>8.RL.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Module 1: Lessons 2–3, 5–7, 10, 13–17, 29 Module 2: Lessons 6–11, 13–17, 20, 22–25, 27–30, 34–36 Module 3: Lessons 2–10, 20–22, 24</p>
	Craft and Structure	<p>8.RL.4 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.</p>	<p>Module 1: Lessons 1–4, 4DD, 5, 10, 11DD, 14–16, 21–22, 24DD, 9, 32DD, 33DD Module 2: Lessons 6DD, 7DD, 8, 8DD, 9–10, 10DD, 11, 11DD, 13–15, 17–20, 22, 22DD, 23–26, 29–30, 34–35 Module 3: Lessons 1–2, 2DD, 3–4, 4DD, 5–6, 6DD, 7–9, 9DD, 10, 10DD, 11, 18DD, 20, 20DD, 21, 21DD, 22–23, 24DD, 25, 28–30, 30DD</p>
		<p>8.RL.5 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.</p>	<p>Module 1: Lessons 3, 5, 8–12, 14–17, 20–22, 30–32 Module 2: Lessons 19, 26</p>

		<p>8.RL.6 Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.</p>	<p>Module 3: Lessons 18–22, 24, 29</p>
	<p>Integration of Knowledge and Ideas</p>	<p>8.RL.7 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 the director or actors.</p>	<p>Module 2: Lessons 21–22, 25–26, 34 Module 3: Lesson 18</p>
		<p>8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Module 3: Lessons 24–27</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>8.RL.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.</p>	<p>Modules 1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

<p>Reading Informational Text</p>	<p>Key Ideas and Details</p>	<p>8.RI.1 Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p>	<p>Module 1: Lessons 11–12, 23–30 Module 2: Lessons 1–5, 12, 14, 31–33 Module 3: Lessons 12–17 Module 4: Lessons 1–24, 33</p>
		<p>8.RI.2 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 evidence-based summary of the text.</p>	<p>Module 1: Lessons 11–12, 23–30, 32 Module 2: Lessons 1–5, 12, 14, 31–32, 34 Module 3: Lessons 13, 15–17 Module 4: Lessons 3–7, 10, 12–24</p>
		<p>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p>	<p>Module 1: Lessons 12, 23–25 Module 2: Lessons 1–2, 4, 12, 31–33 Module 3: Lessons 13–14 Module 4: Lessons 3–7, 10–15, 17, 20–21, 23</p>
	<p>Craft and Structure</p>	<p>8.RI.4 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.</p>	<p>Module 1: Lessons 11–12, 12DD, 13DD, 23, 23DD, 24–25, 27DD, 32DD, 33DD Module 2: Lessons 1, 2DD, 3–4, 4DD, 12, 12DD, 31–32 Module 3: Lessons 12–14, 14DD, 15DD Module 4: Lessons 1–3, 3DD, 4–7, 10, 10DD, 11–14, 15DD, 17, 17DD, 18–19, 19DD, 20, 20DD, 21–22, 24</p>
		<p>8.RI.5 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.</p>	<p>Module 1: Lesson 27 Module 2: Lessons 1, 3 Module 4: Lessons 1, 14, 19–21</p>

		<p>8.RI.6 Determine an author’s perspective and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.</p>	<p>Module 1: Lesson 24 Module 3: Lessons 12, 14 Module 4: Lessons 7, 11–12, 15–16, 18–20, 24</p>
	Integration of Knowledge and Ideas	<p>8.RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>	<p>Module 4: Lessons 3, 6–9</p>
		<p>8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Module 3: Lessons 13–16 Module 4: Lessons 20, 23</p>
		<p>8.RI.9 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.</p>	<p>Module 4: Lessons 5, 20, 23–24</p>
	Range of Reading and Level of Text Complexity	<p>8.RI.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.</p>	<p>Modules 1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

Wit & Wisdom students learn to write and write to learn about complex texts. Writing builds on a foundation of content knowledge developed through the close reading of texts about important topics. All writing is text-based or text-inspired. Through narrative, opinion/argument, and informative writing, students build and express understanding within and across texts. Through explicit learning-to-write instruction, teachers gradually release responsibility for a specific writing strategy through a series of lessons. One or more of the following Craft Stages shapes each lesson.

- **Examine:** Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource.
- **Experiment:** Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic.
- **Execute:** Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.
- **Excel:** Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing.

Writing	Text Types and Purposes	8.W.1 Write arguments to support claims with clear reasons and relevant evidence.	
		8.W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Module 3: Lessons 3–4, 6–10, 17–20, 22–24, 26, 31–35
		8.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Module 3: Lessons 3–4, 6–10, 17, 26, 31, 34–35
		8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Module 3: Lessons 6, 8–9, 18–20, 22, 26, 31–32, 35

		<p>8.W.1d Establish and maintain an appropriate style for content, purpose, and audience.</p>	<p>Module 3: Lessons 13, 29–31, 33–34</p>
		<p>8.W.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Module 3: Lessons 13, 30–31, 35</p>
		<p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
		<p>8.W.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.</p>	<p>Module 2: Lessons 5, 9–11, 15, 18, 21, 27–28, 31–32, 34–37 Module 3: Lessons 16, 27 Module 4: Lesson 12</p>
		<p>8.W.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Module 1: Lessons 16, 28 Module 2: Lessons 2–5, 8, 25–26, 32, 34–37 Module 3: Lessons 5–6, 8, 16, 27 Module 4: Lesson 12</p>
		<p>8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Module 2: Lessons 13, 15, 36–37 Module 3: Lessons 16, 27 Module 4: Lesson 12</p>

		<p>8.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Module 1: Lesson 28 Module 2: Lessons 5, 25–26 Module 3: Lessons 16, 27</p>
		<p>8.W.2e Establish and maintain an appropriate style for content, purpose, and audience.</p>	<p>Module 4: Lesson 8</p>
		<p>8.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Module 2: Lesson 25–26, 32, 36–37 Module 4: Lesson 12</p>
		<p>8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
		<p>8.W.3a Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Module 1: Lessons 12–14, 17, 29 Module 2: Lesson 16</p>
		<p>8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>Module 1: Lessons 7, 11–15, 17, 21, 29, 31 Module 2: Lessons 14, 16</p>

		<p>8.W.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p>Module 2: Lessons 13–16</p>
		<p>8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>Module 1: Lessons 5–8, 10–11, 13, 15, 17, 21, 29, 31 Module 2: Lessons 3, 14, 16</p>
		<p>8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Module 1: Lessons 12–14, 17, 29</p>
	<p>Production and Distribution of Writing</p>	<p>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Module 1: Lessons 7, 21, 31–32 Module 2: Lessons 5, 16, 32, 37 Module 3: Lessons 5, 36 Module 4: Lessons 8, 27–28</p>

		<p>8.W.5 With some 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 have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	<p>Module 1: Lessons 11, 17, 28–30, 32 Module 2: Lessons 8, 34, 37DD Module 3: Lessons 10, 24, 26, 33–35, 35DD, 36, 36DD Module 4: Lessons 16, 26–27, 31</p>
		<p>8.W.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.</p>	<p>Module 1: Lesson 22 Module 4: Lessons 9, 32–33</p>
	Research to Build and Present Knowledge	<p>8.W.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.</p>	<p>Module 2: Lesson 1 Module 3: Lessons 1, 8 Module 4: Lessons 1–5, 10–11, 15–19, 24–25, 27, 33</p>

		<p>8.W.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.</p>	<p>Module 2: Lesson 1 Module 3: Lessons 1, 8 Module 4: Lessons 3, 5, 10, 13, 15–16, 18, 21–27, 33</p>
		<p>8.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Module 1: Lesson 16 Module 3: Lesson 5, 8, 16, 27, 31 Module 4: Lesson 27</p>
	Range of Writing	<p>8.W.10 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.</p>	<p>Module 1: Lessons 2–3, 19, 23, 27 Module 2: Lessons 1, 6–7, 11–12, 14, 17, 19–20, 22–24, 28–30, 33 Module 3: Lessons 1–3, 6–11, 13–15, 18–19, 22–25 Module 4: Lessons 1–2, 4, 6–7, 9–15, 17–24, 33</p>

Wit & Wisdom lessons provide explicit language instruction across modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts. Throughout the year, students apply their knowledge of style and conventions with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content. L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students' work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

Language	Conventions of Standard English	8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
		8.L.1a Explain the function of verbals in general and their function in particular sentences.	Module 4: Lessons 1DD, 2DD, 4DD, 7DD, 8, 8DD, 13DD, 14DD, 16, 16DD, 21DD, 22DD, 23, 23DD, 24DD
		8.L.1b Form and use verbs in the active and passive voice.	Module 1: Lessons 10–11 Module 2: Lessons 16, 21DD, 23DD, 24DD, 25, 25DD, 26, 26DD, 32, 37, 37DD Module 4: Lessons 26DD, 27DD
		8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Module 1: Lessons 2DD, 5DD, 8DD, 9DD, 10, 21 Module 2: Lessons 14DD, 15DD, 16DD, 37, 37DD Module 3: Lessons 11DD, 13DD, 16, 16DD, 17DD, 23DD, 25DD, 26DD, 27, 27DD, 29DD, 31, 36DD Module 4: Lessons 27, 32DD
		8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.	Module 1: Lesson 8DD Module 2: Lessons 14DD, 15, 15DD, 16, 16DD, 25, 25DD, 26, 26DD, 37, 37DD Module 3: Lessons 16, 17DD, 27, 29DD, 31, 36, 36DD
		8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		8.L.2a Use punctuation to indicate a pause or break.	Module 1: Lessons 18DD, 19DD, 20DD, 22DD Module 3: Lessons 1DD, 3DD, 5, 5DD, 35DD, 36
		8.L.2b Use an ellipsis to indicate an omission.	Module 2: Lessons 31DD, 32, 32DD, 33DD, 37, 37DD

		8.L.2c Spell correctly.	Module 2: Lessons 1DD, 32 Module 3: Lessons 30DD, 31, 31DD, 32DD, 36
	Knowledge of Language	8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		8.L.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	Module 1: Lesson 11 Module 2: Lessons 24DD, 32 Module 3: Lessons 16DD, 17DD, 25DD, 26DD, 27, 27DD, 29DD Module 4: Lessons 25DD, 26DD, 27DD, 30DD, 31DD, 32DD
	Vocabulary Acquisition and Use	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
		8.L.4a Use context as a clue to the meaning of a word or phrase.	Module 1: Lessons 4DD, 11DD, 12, 12DD, 13DD, 15, 23, 27DD, 32DD, 33DD Module 2: Lessons 1–2, 2DD, 3–4, 6, 6DD, 7DD, 8, 8DD, 9–10, 10DD, 11DD, 12, 12DD, 13, 17–18, 18DD, 19–20, 22, 22DD, 23, 25, 27, 29–32, 34DD Module 3: Lessons 1–2, 2DD, 3–4, 6DD, 7, 9–10, 10DD, 14, 14DD, 15DD, 18DD, 19DD, 20, 20DD, 21, 21DD, 22–23, 24DD, 30DD, 33DD Module 4: Lessons 3DD, 4–5, 7, 10, 10DD, 13, 15, 15DD, 17, 17DD, 19, 19DD, 20DD, 21, 28DD, 29DD
		8.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Module 1: Lessons 3DD, 4DD, 12DD, 13DD Module 2: Lessons 10DD, 20DD, 22DD, 29DD Module 3: Lessons 7DD, 10DD, 12DD, 14DD, 18DD, 20DD, 21DD, 22DD, 30DD Module 4: Lessons 1, 6DD, 10, 17, 17DD, 28DD

		<p>8.L.4c Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Module 1: Lessons 3DD, 4DD, 11DD, 13DD, 15DD, 23DD, 24DD, 27DD, 29DD Module 2: Lessons 1, 1DD, 4, 6DD, 7DD, 10DD, 12DD, 20DD, 29DD, 30DD Module 3: Lessons 1–3, 6, 6DD, 7DD, 8–9, 9DD, 10DD, 12, 12DD, 15DD, 18, 18DD, 19, 20DD, 21, 21DD, 22, 22DD, 30, 30DD, 31DD Module 4: Lessons 2, 3DD, 5, 10, 10DD, 12–13, 15DD, 17DD, 19DD, 20DD</p>
		<p>8.L.4d Verify the preliminary determination of the meaning of a word or phrase.</p>	<p>Module 1: Lessons 3DD, 4DD, 11DD, 12, 12DD, 13DD, 15, 23, 23DD, 27DD Module 2: Lessons 1, 4, 6DD, 7DD, 10DD, 12, 12DD, 13, 20DD, 22DD, 29DD, 31 Module 3: Lessons 1–3, 6DD, 10, 10DD, 14, 18DD, 20, 21DD, 30DD Module 4: Lessons 2, 3DD, 10, 10DD, 15DD, 17, 17DD, 19DD, 20DD</p>
		<p>8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p>8.L.5a Interpret figures of speech in context.</p>	<p>Module 1: Lessons 4, 8DD, 21DD Module 2: Lessons 9DD, 10–11, 14–15, 18–20, 22, 29 Module 3: Lessons 2–4, 4DD, 5–6, 8–11, 19–20, 20DD, 22, 28–30 Module 4: Lessons 18, 20, 22</p>
		<p>8.L.5b Use the relationship between particular words to better understand each of the words.</p>	<p>Module 1: Lessons 1, 1DD, 23DD, 27DD, 29DD Module 2: Lessons 1, 2DD, 10, 13DD, 17, 18DD, 27, 31 Module 3: Lessons 20, 23, 29–30 Module 4: Lessons 1, 5, 5DD, 6, 6DD, 10–11, 11DD, 12, 15, 17, 21</p>
		<p>8.L.5c Distinguish among the connotations of words with similar denotations.</p>	<p>Module 1: Lessons 15DD, 24DD Module 2: Lessons 2DD, 4DD, 15, 19, 30DD, 31–32 Module 3: Lessons 2, 2DD, 7DD, 9DD, 10, 14, 15DD, 21 Module 4: Lessons 15DD, 21</p>

		<p>8.L.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.</p>	<p>Modules 1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>
<p><i>Wit & Wisdom</i> builds students’ ability to communicate orally by maximizing the quality, quantity, and variety of their speaking and listening experiences.</p> <ul style="list-style-type: none"> • Quality: Students learn speaking and listening just as they would any other discipline—through rich, rigorous, and joyful instruction. From explicit modeling to experimentation to independent expression, students build capacity in discrete speaking and listening skills that make their communications stronger. As with writing instruction, this speaking and listening instruction is always text-based or text-inspired. • Quantity: Daily lessons intentionally shift the balance of talking to students, engaging them in multiple, meaningful opportunities to speak and listen. • Variety: Students hone their skills and awareness of the many purposes for speaking and listening, and they learn to tailor their speaking and listening to a specific purpose and audience. For example, students learn how to participate informally in daily academic conversations and also how to deliver a formal presentation. <p>Students develop and practice their speaking and listening skills through a variety of embedded instructional routines and engaging activities designed to foster conversations around the topics and texts. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.</p>			
<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>Module 3: Lessons 11, 26 Module 4: Lessons 9, 24</p>
		<p>8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	

		<p>8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Module 2: Lessons 24, 33 Module 3: Lesson 11</p>
		<p>8.SL.1c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	<p>Module 3: Lesson 11</p>
		<p>8.SL.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Module 1: Lessons 15, 20, 27 Module 2: Lessons 24, 30 Module 3: Lesson 32 Module 4: Lessons 9, 24</p>
		<p>8.SL.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p>	<p>Module 1: Lessons 4, 9, 18–19 Module 2: Lessons 2–4, 6–7, 11–15, 17–22, 25–26, 33–34 Module 3: Lesson 18 Module 4: Lessons 3–15, 17–20, 24, 33</p>
		<p>8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>Module 3: Lessons 6, 9, 11, 17, 29, 32, 34</p>

	Presentation of Knowledge and Ideas	<p>8.SL.4 Present claims and/or 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.</p>	<p>Module 1: Lessons 18–22, 33 Module 3: Lesson 17 Module 4: Lessons 24, 28–32</p>
		<p>8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Module 1: Lessons 18–22, 33 Module 3: Lesson 28 Module 4: Lessons 9, 29–32</p>
		<p>8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>	<p>Module 1: Lessons 15, 18–22, 27, 33 Module 2: Lessons 18–25, 33, 36 Module 3: Lessons 26, 29 Module 4: Lessons 9, 24, 33</p>