ELA Grade 8 (dev. June 2019)

Focus	PA Core Eligible Content	Texts/Materials	Activities/Skills	Assessments
Summer Reading Recap Citing evidence	E08.A-K.1.1.1 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 E08.A-K.1.1.2 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 and objective summary of the text.	*The House on Mango Street*	Esperanza's playlist	Esperanza's Playlist assignment: Select three vignettes in the novel that show Esperanza's identity, conflicts, or relationships with others. Select one song that connects to each chosen vignette. Explain how this song relates to the vignette by including direct evidence from both the song and the vignette.
Formal language Email format	E08.C.1.1.4 Establish and maintain a formal style. E08. C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose	Chromebooks	Informal vs. language identification	Introductory email assignment: Students will write, using formal language, an email to the teacher introducing themselves

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Irony Plot Suspense Characterization Symbol	A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings a. Interpret figures of speech (e.g., verbal irony, puns) in context E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. E08.A-C.2.1.1 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. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.5 Establish and maintain a formal style.	"The Cage" "The Lottery" "The Story of an Hour"	Text Annotations; plot outlines; characterization charts	TDQs: Context Evidence Analysis Paragraph: Which author best develops irony ("The Cage", "The Story of Hour", "The Lottery")

Suspense Mood and tone Supporting evidence and analysis	A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.A-K.1.1.1 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 E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text including its relationshop to the characters, setting, and plot; provide and objective summary of the text. E08.B-C.2.1.1 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. E08.B-K.1.1.1 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. E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim (s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. E08.B-C.3.1.1 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. E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. E08.C.1.1.4 Establish and maintain a formal style.	"Tell Tale Heart" "The Raven" "Annabel Lee" "Cask of Amontillado" "The Black Cat" "The Fall of the House of Usher" Edgar Allan Poe biography articles	Text dependent questions; context-evidence-analysis responses; graphic organizers Research a theories of Poe's death. Present findings and support a single theory with evidence from research.	Target map: Identify a different mood for three of Poe's stories. Include textual evidence and analysis Concept map: make connections among five of Poe's stories, focusing on mood, theme, character, setting, language, and conflict

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non-fiction	B.K.1.1.1 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. B.K.1.1.2 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 objective summary of the text. B.K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories) B.C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role particular sentences in developing and refining a key concept. B.C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meainings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Articles of the week:	annotating and answer TDQs	TDQs and annotations
TDA	E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the texts.	District TDA "The Raft": How does the author reveal Dewey's character and motivation throughout the story?	Graphic organizers	District writing assessment (TDA)

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Poetry forms Poetry elements Literary devices	E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	"Rose That Grew From Concrete" "Mother to Son" "I, Too";"I Hear America Singing" "Lost Generation" "Stereo Hearts" "Ex-Basketball Player"; "Saturday and the Canal"	"Just Because" poems Text annotations Compare and contrasting poems Graphic organizers Context-evidence-analysis responses Extended metaphor poem Poetry pairings	Text dependent questions; District TDA; curriculum checks; extended metaphor assignment

Theme Literary Devices	E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Naomi Nye Interview clip "19 Varieties of Gazelle" Background articles on 9/11, the Muslim religion, refugees, Iraqi War	Text annotations, poetry and non-fiction comparisons; researching skills, narrative poetry writing; poetry pairings	
Research Incorporating evidence	E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. E08. C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose	"Refugees: Who, What, Where" "7 Issues Facing Refugees" Students' own research findings	Reliable research Incorporating evidence	After researching a real-life inspired refugee experience, students will write a research paper that outlines the conflict leading to a refugee crisis. Students will then create a poem documenting the journey (leaving, travel, arrival, adjustment) of the refugee to the United States
TDA Introductions and conclusions	E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.	District TDA	Graphic organizer	District TDA: Analyze how the use of figurative language in the poem creates the mood
Focus	**PA Core Eligible Content**	**Texts/Materials**	**Activities/Skills**	**Assessments**
Dystopian elements Motif	E08.A-K.1.1.2 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 and objective summary of the text.	Wall-E Direct instruction on dystopian elements	Dystopian Elements Chart Reading chart	Dystopian visual assignment

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Symbol Motif Theme Characterization Figurative Language	B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text say explicitly as well as inferences and/or generalizations drawn from the text. B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.A-K.1.1.1 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. E08.A-K.1.1.2 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 objective summary of the text. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character or provoke a decision.	Fahrenheit 451 book Fahrenheit 451 movie selected commercials "Book Burning in Venezuala" Articles of the week "Feast" "La Luna"	Journals Timelines of character development Characterization charts Evolution of Motif slides Fahrenheit 451 Project	Motif chart Reading Checks Context, evidence, analysis writing Fahrenheit 451 Project - Choosing from a list of opitions, students will analyze how the change of one motif in the story reveals the theme
Persuasive techniques Propaganda	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.	Direct instruction on argumentative techniques	Foldable notes Connections to F451	District TDA

Focus	PA Core Eligible Content	Texts/Materials	Activities/Skills	Assessments
Myth Legend Folktale Fairytale	E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.	Creation Myths "Oedipus and the Sphinx" "The Grey King" "The Rainbow Crow" "Pyramus and Thisbe" Online World Myths site	Semantic Feature Analysis Text Annotations	Common Core Assessment Questions Text Annotations
Reading a dramatic format (play) The "language" of Shakespeare Shakespeare's era	E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.	Shakespeare's biography video "Shall I Compare Thee to a Summer's Day" "My Mistress' Eyes..." Shakespeare's language worksheets	Notes on video Annotating poetry for rhyme and rhythm	Creation of sonnet Shakespearean insult script

Focus	PA Core Eligible Content	Texts (i.e. novels, films, short stories, articles, etc.)	Activities/Skills	Assessments
Figurative Language Characterization Theme	E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. 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. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly. E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	A Midsummer Night's Dream, Articles on authorship of Shakespeare's plays Articles of the week	"Translating" Shakespeare Performing Shakespeare Text annotations Timelines Journaling Characterization charts Character relationships chart Identifying theme	Reading Checks Context-evidence-analysis responses Midsummer Night's Dream Final Project (variety of choices of product)

Focus	PA Core Eligible Content	Texts (i.e. novels, films, short stories, articles, etc.)	Activities/Skills	Assessments
Stereotypes Discrimination Bystander, victim, perpetrator Key *Night* terms	E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character or provoke a decision.	*Night* Kitty Genovese article	Who would you hire? Activity: *Night* packet notes Alphabet relay What's most important to you? anticipation guide	Night packet Class discussion
Character relationships Memoir writing Mob mentality, bystander theory, scapegoating Genocide	E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events. E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. E08B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events	*Night* various texts on modern genocide	Reading comprehension questions Class discussions Citing evidence of psychological behaviors Jigsaw of modern genocide articles Personal memoir writing	Reading questions Vignette assignment

Reflective Writing	CC.1.4.8.A Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly. E08.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose. E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Example essays Example graduation speeches	Graphic organizers Journaling	Graduation speech Friend Essay Teacher Who Made A Difference essay

Core Unit	Eligible Content	Grammar	Vocab	Assessment
Unit 1-Poe	E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). D.1.2.3 Spell Correctly D.1.2.6 Choose words and phrases for effect E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and context, choosing flexibility from a range of strategies (use context as clues; use Greek or Latin affixes and roots as clues)	Commonly confused words Identifying verbs and nouns Prepositions Subject Verb Agreement	Units 1-2	Vocab quizzes Grammar Checks
Unit 2-19 VOG	D.1.2.2 Use an ellipsis to indicate omission D.1.2.5 Choose punctuation for effect D.1.2.4 Use punctuation to set off nonrestrictive/parenthetical elements E08.D.1.2.5 Use punctuation to separate items in a series.	Commas with quotation marks Ellipsis	Units 3-4	Vocab quizzes Grammar Checks
Unit 3-F451	E08.D.1.1.1 Explain the function of verbals in general and their functions in particular sentences E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement. E08.D. 2.1.3 Vary sentence patterns for meaning, reader interest, and style E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and context, choosing flexibility from a range of strategies (use context as clues; use Greek or Latin affixes and roots as clues)	Verbals Fragments and run-ons Commas Pronoun-antecedent	Units 5-6	Vocab quizzes Grammar Checks

Unit 4- MSND	E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood E08.D. 2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and context, choosing flexibility from a range of strategies (use context as clues; use Greek or Latin affixes and roots as clues).	Active and Passive Voice Verb Moods	Units 7-8	Vocab quizzes Grammar Checks
Unit 5-Night	E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Verb tenses Modifiers	Units 9-10	Vocab quizzes Grammar Checks

Fiction	Unit		Informational	Unit		Writing	Unit		Grammar	Unit
E08.A-K.1.1.1 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	1, 3	Context, evidence analysis assignments	E08.B.K.1.1.1 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.	2	Refugee writing assignment	E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	1	Context, evidence analysis assignments, TDAs	E08.D.1.1.1 Explain the function of verbals in general and their functions in particular sentences	3
E08.A-K.1.1.2 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 and objective summary of the text.	1, 3	Motif in F451 Symbol and Concept map in Poe	E08.B.K.1.1.2 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 objective summary of the text.	2	Refugee writing assignment	E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	2	TDA, Refugee writing assignment	E08.D.1.1.2 Form and use verbs in the active and passive voice	3
E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character or provoke a decision.	1, 3	Poe's stories, context evidence analysis, Montag and Clarisse's relationship	E08B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events	5	Night character chart, MSND project	E08.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reason, and evidence.	4	TDA	E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	5
E08.A-C.2.1.1 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.	1	Dramatic irony in short stories; Night character chart	E08.B-C.2.1.1 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.	4	Shakespeare's authorship articles	E08.C.1.1.4 Establish and maintain a formal style.	1	Intro Email, TDA	E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood	4
E08.A-C.2.1.2 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.	1	Poe concept map	E08.B.C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role particular sentences in developing and refining a key concept.	1-5	Article of the Week	E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.		TDA #2	E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	5
E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	1, 2	Mood target map	E08.B.C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	2	*Night* vignette assignment	E08. C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose	1, 2	TDAs	E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person	3

Standard	#	Resource	Standard	#	Resource	Standard	#	Resource	Standard	#
E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.	1, 4	MSND and myths, movie comparison	E08.B-C.3.1.1 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.	3	Poe death argument assignment	E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	1,2, and 3	Refugee assignment, TDAs	E08.D.1.1.7 Recognize and correct vague pronouns	3
E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and context, choosing flexibility from a range of strategies (use context as clues; use Greek or Latin affixes and roots as clues)	Vocab	1-5	E08.B-C.3.1.2 Analyze a case in which two or more texts produced conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	1,4	Shakespeare's authorship articles Poe death argument assignment	E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	2, 5	TDA #2 Vignette Writing	E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense	1
E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings a. Interpret figures of speech (e.g., verbal irony, puns) in context	1	Poe, 19 VOG, MSND	E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and context, choosing flexibility from a range of strategies	Vocab	1-5	E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic	2	TDA #2	E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences	1
			E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech; Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions)	Vocab	word sorts, analogies	E08.C.1.3.1 Engage and orient the reader by establishing a content and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain controlling point.	5	Vignette Writing	E08.D.1.1.10 Correctly use frequently confused words	1
						E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	5	Vignette Writing	E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.	1

		E08.E.1.1	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	TDAs	E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events		Vignette Writing	E08.D.1.2.1 Use punctuation to indicate a pause or break	3
		E08.E.1.1.1	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	TDAs	E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events		Vignette Writing	E08.D.1.2.2 Use an ellipsis to indicate an omission	2
		E08.E.1.1.2	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	TDAs	E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.			E08.D.1.2.3 Spell correctly	1
		E08.E.1.1.3	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	TDAs					
		E08.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	TDAs				E08.D.1.2.4 Use punctuation to set off nonrestrictive elements	2
		E08.E.1.1.5	Establish and maintain a formal style.	TDAs					
		E08.E.1.1.6	Provide a concluding section that follows from and supports the analysis presented.	TDAs				E08.D.1.2.5 Use punctuation to separate items in a series	2
								E08.D. 2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive	4
								mood to achieve particular effects	

									E08.D. 2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	
									E08.D. 2.1.3 Vary sentence patterns for meaning, reader interest, and style	3
									E08.D. 2.1.4 Maintain consistency in style and tone	
									E08.D. 2.1.5 Choose punctuation for effect	
									E08.D. 2.1.6 Choose words and phrases for effect	