

Essential Elements for 8th grade 1st quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.1	Determine critical elements of text	
		EE.RI.8.5	Locate the topic sentence and supporting details in a paragraph.
		Initial Precursor:	When supplied with a member of a category, can determine if the member belongs in the category
		Distal Precursor:	Able to identify explicit details in an informational text
		Proximal Precursor:	Can determine which key details in an informational text support the main idea of the whole text or a section of it
		Target:	Student can identify the topic sentence and identify the details in the paragraph that support the topic sentence. There is a slight shift here from previous nodes as the student will need to use some text searching skill to locate the topic sentence and supporting details (they will need to use their knowledge of structural elements of informational texts to accomplish this)
		Successor:	Can derive from an oral, digital, or quantitative presentation of information the details supporting the main idea
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RL.8.1	Cite text to support inferences from stories and poems.
		Initial Precursor:	As a result of experience with a routine, the student is able to identify the objects that are used in the routine
		Distal Precursor:	Can identify the concrete details, such as characters, objects, setting, and major events that are specifically stated in a narrative text
		Proximal Precursor:	Can identify details about characters, objects, setting, and major events that come from information not specifically stated in a narrative text
		Target:	Can identify and cite the explicit information stated in the text supporting the inferences made while reading a narrative text
		Successor:	Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RL.8.2	Recount an event related to the theme or central idea, including details about character and setting.
		Initial Precursor:	Can identify the next step or event in a sequence from a familiar routine
		Distal Precursor:	Can identify early elements of story grammar; can point to pictures or objects or use speech to identify the characters or objects in a simple story
		Proximal Precursor:	Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative
		Target:	Can relate an event with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative
		Successor:	Can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RL.8.4	Determine connotative meanings of words and phrases in a text.
		Initial Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different
		Distal Precursor:	Can determine the literal meaning of words and phrases using the context in which they are located
		Proximal Precursor:	Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative
		Target:	Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text
		Successor:	Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.8.1	Cite text to support inferences from informational text.

		Initial Precursor:	As a result of experience with a routine, the student is able to identify the objects that are used in the routine
		Distal Precursor:	Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts
		Proximal Precursor:	Can use information and details explicitly mentioned in the text for citing
		Target:	Can use information and details inferred from the information and details explicitly mentioned in the text for citing
		Successor:	Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
		EE.RI.8.2	Provide a summary of a familiar informational text.
		Initial Precursor:	Can demonstrate an understanding when information is not pertinent to the current task and can prevent this information from affecting their decisions and performance, allowing him or her to focus on the relevant task information
		Distal Precursor:	Able to identify explicit details in an informational text
		Proximal Precursor:	Can determine more than one main idea in an informational text
		Target:	Can summarize the information in a familiar informational text
		Successor:	Can summarize an informational text, including relevant details and descriptive information

Math

Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.1	Understand number structures (counting, place value, fraction)	
		8.NS.2.a	Express a fraction with a denominator of 100 as a decimal.
		Initial Precursor:	☐ Recognize separateness ☐ Recognize set
		Distal Precursor:	☐ Partition sets into equal subsets ☐ Explain unit fraction

		Proximal Precursor:	<ul style="list-style-type: none"> ☑ Explain the decimal point ☑ Represent a fraction with a denominator of 10 as a decimal
		Target:	☑ Represent a fraction with a denominator of 100 as a decimal
		Successor:	<ul style="list-style-type: none"> ☑ Compare two decimals to the tenths using symbols ☑ Compare two decimals to hundredths using symbols
Major Claim	Students demonstrate increasingly complex understanding of number sense.		
Conceptual Area	M.C1.2	Compare, compose, and decompose numbers and sets	
		8.NS.2.b	Compare quantities represented as decimals in real-world examples to hundredths.
		Initial Precursor:	☑ Recognize separateness
		Distal Precursor:	<ul style="list-style-type: none"> ☑ Recognize one tenth in a set model ☑ Recognize tenths in a set model
		Proximal Precursor:	<ul style="list-style-type: none"> ☑ Represent a decimal to tenths as a fraction ☑ Represent a decimal to hundredths as a fraction
		Target:	☑ Compare two decimals to hundredths using symbols
		Successor:	☑ Compare two decimals to thousandths and beyond using symbols
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations	
		8.EE.1	Identify the meaning of an exponent (limited to exponents of 2 and 3)
		Initial Precursor:	<ul style="list-style-type: none"> ☑ Combine ☑ Combine sets ☑ Demonstrate the concept of addition
		Distal Precursor:	<ul style="list-style-type: none"> ☑ Explain repeated addition ☑ Represent repeated addition with a model ☑ Solve repeated addition problems
		Proximal Precursor:	<ul style="list-style-type: none"> ☑ Demonstrate the concept of multiplication ☑ Explain multiplication problems ☑ Explain product
		Target:	☑ Recognize exponents
		Successor:	<ul style="list-style-type: none"> ☑ Explain product of powers property of exponents ☑ Apply zero exponent property ☑ Explain power of product property of exponents ☑ Explain quotient of powers property of exponents
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C1.3	Calculate accurately and efficiently using simple arithmetic operations	

	8.NS.1	Subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.
	Initial Precursor:	<input type="checkbox"/> Recognize separateness <input type="checkbox"/> Recognize subset
	Distal Precursor:	<input type="checkbox"/> Recognize parts of a given whole or unit
	Proximal Precursor:	<input type="checkbox"/> Decompose a fraction into a sum of unit fractions with the same denominator <input type="checkbox"/> Explain the concept of addition and subtraction of fractions
	Target:	<input type="checkbox"/> Subtract fractions with common denominators
	Successor:	<input type="checkbox"/> Add or subtract fractions with denominators of 10 and 100

Science

Major Claim	Matter and Its Interactions	
Conceptual Area	PS1.A	Structure and Properties of Matter
	EE.MS-PS1-2	Interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of
	Initial Precursor:	Observe and identify examples of change (e.g. state of matter, color, temperature, and odor)
	Proximal Precursor:	Gather data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets)
	Target:	Interpret and analyze data on the properties (e.g., color, texture, odor, and state of matter) of substances before and after chemical changes have occurred (e.g., burning sugar or burning steel wool, rust, effervescent tablets)
Major Claim	Matter and Its Interactions	
Conceptual Area	PS2.A	Forces and Motion
	EE.MS-PS2-2	Investigate and predict the change in motion of objects based on the forces acting on those objects.
	Initial Precursor:	Identify ways to change the movement of an object (e.g., faster, slower, stop)

	Proximal Precursor:	Investigate and identify ways to change the motion of an object (e.g., change an incline's slope to make an object go slower, faster, farther)
	Target:	Investigate and predict the change in motion of objects based on the forces acting on those objects

Physical Education

T: Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness.
T: Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out).
T: Identify a variety of specific activities designed to reduce and manage stress (e.g., aerobics, Pilates, deep breathing, muscle relaxation).
T: Identify exercise principles of overload, progression, and specificity and how they relate to exercise.
T: Explain the effects of a sedentary lifestyle on the circulatory, respiratory, muscular, and skeletal systems.

Essential Elements for 8th grade 2nd quarter

Language Arts

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RI.8.4	Determine connotative meanings of words and phrases in a text.	
		Initial Precursor:	Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different
		Distal Precursor:	Can determine the literal meaning of words and phrases using the context in which they are located
		Proximal Precursor:	Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative
		Target:	Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text
		Successor:	Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RI.8.6	Determine an author's purpose or point of view and identify examples from text that describe or support it.	
		Initial Precursor:	As a result of experience with a routine, the student is able to identify people associated with the routine
		Distal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
		Proximal Precursor:	Can identify the author's point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic
		Target:	Can pick out examples in an informational text or a presentation on a topic describing or supporting the author's or presenter's point of view on the topic. Can determine the examples the author provides in an informational text on a topic that indicate or suggest his/her purpose for writing the text.
		Successor:	Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text

Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.RI.8.8	Determine the argument made by an author in an informational text.	
		Initial Precursor:	Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think
		Distal Precursor:	Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader
		Proximal Precursor:	Can find out how specific points made by an author in an informational text relate to the reasons supporting it
		Target:	Can identify an explicitly made argument (must be overtly stated in the text) in an informational text. Note - locating the argument is similar to noting the overall main idea. In a persuasive text there is a central argument presented with several claims and evidence to back the claims
		Successor:	Can identify an argument as an association between a claim and its evidence
Major Claim	Students can comprehend text in increasingly complex ways		
Conceptual Area	ELA.C1.2	Construct understandings of text	
	EE.L.8.5.a	Demonstrate understanding of the use of multiple meaning words.	
		Initial Precursor:	Can understand adjectives in others' speech
		Distal Precursor:	Can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence
		Proximal Precursor:	Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words
		Target:	Can demonstrate an understanding of the use of a multiple meaning word
		Successor:	Can identify the intended meaning of multiple meaning words in a text

Math

Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.1	Understand and use geometric properties of two- and three-dimensional shapes	
	8.G.1	Recognize translations, rotations, and reflections of shapes	
		Initial Precursor:	<ul style="list-style-type: none"> ☐ Recognize attribute values
		Distal Precursor:	<ul style="list-style-type: none"> ☐ Recognize the defining attributes of a shape ☐ Recognize the non-defining attributes of a shape
		Proximal Precursor:	☐ Explain transformations
		Target:	<ul style="list-style-type: none"> ☐ Recognize translation ☐ Recognize reflection ☐ Recognize rotation
		Successor:	<ul style="list-style-type: none"> ☐ Explain the properties of lines and line segments in transformations ☐ Explain the properties of angles in transformations ☐ Explain the properties of parallel lines in transformations
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.1	Understand and use geometric properties of two- and three-dimensional shapes	
	8.G.2	Identify shapes that are congruent	
		Initial Precursor:	<ul style="list-style-type: none"> ☐ Recognize same ☐ Recognize different
		Distal Precursor:	<ul style="list-style-type: none"> ☐ Match the same two-dimensional shape with same size and same orientation ☐ Match the same two-dimensional shape with different sizes and same orientation
		Proximal Precursor:	<ul style="list-style-type: none"> ☐ Describe attributes of shapes ☐ Analyze shapes to identify common attributes ☐ Explain attribute relationships between shapes
		Target:	☐ Recognize congruent figures
		Successor:	<ul style="list-style-type: none"> ☐ Explain the relationship between congruent figures and transformation ☐ Use a sequence of transformations to describe congruence of 2 given figures
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.1	Understand and use geometric properties of two- and three-dimensional shapes	
	8.G.4	Identify similar shapes with and without rotation	
		Initial Precursor:	<ul style="list-style-type: none"> ☐ Recognize same ☐ Recognize different

		Distal Precursor:	☑Match the same three-dimensional shapes with different size and same orientation ☑Match the same two-dimensional shapes with different sizes and same orientation
		Proximal Precursor:	☑Recognize similar figures ☑Recognize rotation
		Target:	☑Explain the relationship between similar figures and transformation
		Successor:	☑Use a sequence of transformations to describe similarity of 2 given figures
Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C.2.1	Understand and use geometric properties of two- and three-dimensional shapes	
	8.G.5	Compare any angle to a right angle and describe the angle as greater than, less than, or congruent to a right angle.	
		Initial Precursor:	☑Recognize attribute values
		Distal Precursor:	☑Recognize angle
		Proximal Precursor:	☑Recognize obtuse angles ☑Recognize acute angles ☑Recognize right angles
		Target:	☑Compare angles to a right angle
		Successor:	☑Explain complementary angles

Science

Major Claim	Energy		
Conceptual Area	PS3.D	Energy in Chemical Processes and Everyday Life	
	EE.MS-PS3-3	Test and refine a device (e.g., foam cup, insulated box, or thermos) to either minimize or maximize thermal energy transfer	
		Initial Precursor:	Identify objects/materials used to minimize or maximize thermal energy transfer (e.g., gloves, vacuum flask, insulated hot pad holder or foam cup)
		Proximal Precursor:	Investigate objects/materials, and predict their ability to maximize or minimize thermal energy transfer
		Target:	Test and refine a device (e.g., foam cup, insulated box, or thermos) to either minimize or maximize thermal energy transfer (e.g., keeping liquids hot or cold, preventing liquids from freezing, keeping hands warm in cold temperatures)
Major Claim	From Molecules to Organisms: Structure and Processes		
Conceptual Area	LS1.A	Structure and Function	

	EE.MS-LS1-3	Make a claim about how a structure (e.g., organs and organ systems) and its related function support survival	
		Initial Precursor:	Recognize major organs of animals
		Proximal Precursor:	Use a model to demonstrate how organs are connected in major organ systems
		Target:	Make a claim about how a structure (e.g., organs and organ systems) and its related function supports survival of animals (circulatory, digestive, and respiratory systems)

Physical Education

T: Demonstrate the ability to solve problems by analyzing causes and potential solutions in a physical activity setting (e.g., checklist of conflict resolution skills).
T: Investigate safe and unsafe practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics)
T: Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE – Rest, Ice, Compression, Elevation).
T: Analyze selected skills and correct errors to improve skill technique.
T: Explain sport history

Essential Elements for 8th grade 3rd quarter

Language Arts

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RL.8.3	Identify which incidents in a story or drama lead to subsequent action.	
		Initial Precursor:	Comprehends that all objects have some function or action typically associated with it (object action)
		Distal Precursor:	Student can correctly identify how a character responds to a challenge that is presented within a story
		Proximal Precursor:	Can recall the causes of major actions included in a story
		Target:	Can identify the impact that certain events have in a narrative, such as causing subsequent events to occur
		Successor:	Can explain how each of the character's actions in the story is the cause of another action, and how these build on each other towards achieving the overall goal
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RL.8.5	Compare and contrast the structure of two or more texts.	
		Initial Precursor:	Can identify the next step or event in a sequence from a familiar routine
		Distal Precursor:	Can determine the events that occur at the beginning, middle, and end of a familiar, linear story
		Proximal Precursor:	Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)
		Target:	Student can compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas)
		Successor:	Can identify where a text deviates from a chronological presentation of events
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RL.8.9	Compare and contrast themes, patterns of events, or characters across two or more stories or dramas	
		Initial Precursor:	Can understand adjectives in others' speech
		Distal Precursor:	Can identify the behavior and actions of specific characters in a familiar story
		Proximal Precursor:	Can determine when a character changes in how he/she/it feels emotionally over the course of and in response to the events in a story

		Target:	Can determine how different narratives are the same and different in terms of their theme, plot, and story elements, such as characters, settings, and events
		Successor:	Can compare and contrast how similar themes and topics are addressed in texts using different forms or from different genres, such as between stories and poems and between historical novels and fantasy stories
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RI.8.3	Recount events in the order they were presented in the text.	
		Initial Precursor:	Can identify the next step or event in a sequence from a familiar routine
		Distal Precursor:	Can identify the concrete details mentioned in beginner level informational texts
		Proximal Precursor:	Can identify the relationship between multiple concrete facts or details in a literature or informational text
		Target:	Can recall and describe the events and details in an informational text in the same order as they appeared in the text
		Successor:	Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C1.3	Integrate ideas and information from text	
	EE.RI.8.9	Identify where two different texts on the same topic differ in their interpretation of the details.	
		Initial Precursor:	Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think
		Distal Precursor:	Can determine the specific claims made by a speaker or author
		Proximal Precursor:	Can determine the specific points that an author or speaker uses that corroborate and support a claim
		Target:	Can identify how authors of two different informational texts on the same topic use details differently when forming their interpretations
		Successor:	Can identify similarities in how different informational texts on the same topic handle and/or explain alternative viewpoints

Math

Major Claim	Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		
Conceptual Area	M.C2.2	Solve problems involving area, perimeter, and volume	

	8.G.9	Use the formulas for perimeter, area, and volume to solve real-world and mathematical problems (limited to	
		Initial Precursor:	☑Recognize attribute values
		Distal Precursor:	☑Recognize measureable attributes
		Proximal Precursor:	☑Explain volume ☑Explain area ☑Explain length ☑Explain perimeter
		Target:	☑Calculate volume of right rectangular prisms with formula ☑Calculate area for rectangles with formula ☑Calculate the perimeter of parallelograms with formula
		Successor:	☑Solve word problems involving volume of rectangular prisms ☑Solve word problems involving area of rectangles ☑Solve word problems involving perimeter of polygons
Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C.3.2	Represent and interpret data displays	
		8.SP.4	Construct a graph or table from given categorical data and compare data categorized in the graph or table.
		Initial Precursor:	☑Classify ☑Order objects
		Distal Precursor:	☑Recognize the structure of a bar graph ☑Recognize the structure of a picture graph ☑Recognize the structure of a line plot (dot plot) ☑Recognize the structure of tally chart
		Proximal Precursor:	☑Use bar graphs to read the data ☑Use picture graphs to read the data ☑Use line plots (dot plots) to read the data ☑Use tally charts to read the data
		Target:	☑Use graphs to read between the data ☑Use tally chart to read between the data ☑Represent data using bar graph ☑Represent data using picture graph ☑Represent data using line plot (dot plot) ☑Represent data using tally charts
		Successor:	☑Use graphs to read beyond the data ☑Use tally chart to read beyond the data

Major Claim				
Conceptual Area	M.C4.1			
		8.EE.7	Solve simple algebraic equations with one variable using addition and subtraction	
			Initial Precursor:	☑Combine sets ☑Partition sets
			Distal Precursor:	☑Demonstrate the concept of addition ☑Demonstrate the concept of subtraction
			Proximal Precursor:	☑Determine the unknown in an addition equation ☑Determine the unknown in a subtraction equation
			Target:	☑Solve linear equations in one variable
			Successor:	☑Solve linear inequalities in 1 variable

Science

Major Claim	From Molecules to Organisms: Structure and Processes			
Conceptual Area	LS1.B	Growth and Development of Organisms		
		EE.MS-LS1-5	Interpret data to show that environmental resources (e.g., food, light, space, water) influence growth of	
			Initial Precursor:	Match organisms to their habitats
			Proximal Precursor:	Identify factors that influence growth of organisms
			Target:	Interpret data to show that environmental resources (e.g., food, light, space, water) influence growth of organisms (e.g., drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, fish growing larger in large ponds than small ponds)
Major Claim	Ecosystems: Interactions, Energy, and Dynamics			
Conceptual Area	LS2.A	Interdependent Relationships in Ecosystems		
		EE.MS-LS2-2	Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems	
			Initial Precursor:	Identify food that animals eat
			Proximal Precursor:	Classify animals based on what they eat (e.g., herbivore, omnivore, carnivore)
			Target:	Use models of food chains/webs to identify producers and consumers in aquatic and terrestrial ecosystems

Physical Education

T: Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports.
T: Analyze play of their opponent and apply defensive and offensive techniques
T: Demonstrate increased level of competence in a variety of outdoor pursuits and/or recreational activities
T: Demonstrate intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)

Essential Elements for 8th grade 4th quarter

Language Arts

Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
		EE.W.8.2.a	Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
			Initial Precursor: Given a choice of two objects, uses eye-gaze, physical movement, gesture or
			Distal Precursor: Can respond to wh- questions regarding choice of topic and other questions
			Proximal Precursor: Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text
			Target: Can introduce an informational topic while writing and extend by writing about
			Successor: Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
		EE.W.8.2.b	Write one or more facts or details related to the topic.
			Initial Precursor: Can determine some of the relevant words for describing people, places, things,
			Distal Precursor: Can use perceptual words (describe a noun's features) to describe common
			Proximal Precursor: Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic
			Target: Student is able to put facts or details identified about a topic into writing
			Successor: Can develop a topic with facts or details related to the topic
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
		EE.W.8.2.c	Write complete thoughts as appropriate
			Initial Precursor: Can produce single word utterances
			Distal Precursor: Can produce utterances comprising of two words
			Proximal Precursor: Can use two words together when producing a written text

		Target:	Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs = frogs use their legs to jump). By this node students are
		Successor:	Can write coherent, semantically accurate, and grammatically correct simple sentences
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
		EE.W.8.2.d	Use domain specific vocabulary related to the topic.
		Initial Precursor:	When supplied with a member of a category, can determine if the member
		Distal Precursor:	Using their categorical knowledge, can make generalizations about the category
		Proximal Precursor:	Student is able to select domain-specific words to use for writing about a topic
		Target:	Can include domain-specific vocabulary when writing an informative text
		Successor:	Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make
Major Claim	Students can produce writing for a range of purposes and audiences		
Conceptual Area	ELA.C2.1	Use writing to communicate	
		EE.W.8.2.f	Provide a closing.
		Initial Precursor:	As a result of the experience with a routine, the student is able to identify the
		Distal Precursor:	Can produce a universal ending in writing (e.g., the student can write "the end")
		Proximal Precursor:	Can write a concluding sentence, statement, or section of a written text to bring
		Target:	Can produce a conclusion for a text he or she is writing
		Successor:	Can create a writing piece that includes a conclusion that is relevant to the main

Math

Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C4.2	Understand patterns and functional thinking	
		8.EE.2	Identify a geometric sequence of whole numbers with a whole number common ratio.

		Initial Precursor:	<input type="checkbox"/> Classify <input type="checkbox"/> Contrast objects <input type="checkbox"/> Order objects
		Distal Precursor:	<input type="checkbox"/> Recognize symbolic patterns <input type="checkbox"/> Recognize sequence
		Proximal Precursor:	<input type="checkbox"/> Recognize shrinking patterns <input type="checkbox"/> Recognize growing patterns
		Target:	<input type="checkbox"/> Recognize geometric sequences
		Successor:	<input type="checkbox"/> Recognize the recursive rule for geometric sequences
Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C4.2	Understand patterns and functional thinking	
	8.F.1-3	Given a function table containing at least 2 complete ordered pairs, identify a missing number that completes another ordered pair (limited to linear functions).	
		Initial Precursor:	<input type="checkbox"/> Arrange objects in pairs <input type="checkbox"/> Order objects
		Distal Precursor:	<input type="checkbox"/> Recognize growing patterns <input type="checkbox"/> Recognize shrinking patterns
		Proximal Precursor:	<input type="checkbox"/> Extend a symbolic pattern by applying the rule <input type="checkbox"/> Explain coordinate pairs (ordered pairs)
		Target:	<input type="checkbox"/> Generate ordered pairs from 2 distinct numerical patterns
		Successor:	<input type="checkbox"/> Recognize covariation <input type="checkbox"/> Recognize correspondence (function)
Major Claim	Students solve increasingly complex mathematical problems, making productive use of algebra and functions.		
Conceptual Area	M.C4.2	Understand patterns and functional thinking	
	8.F.4	Determine the values or rule of a function using a graph or a table.	
		Initial Precursor:	<input type="checkbox"/> Arrange objects in pairs <input type="checkbox"/> Order objects
		Distal Precursor:	<input type="checkbox"/> Generate ordered pairs from 2 distinct numerical patterns <input type="checkbox"/> Extend a symbolic pattern by applying the rule
		Proximal Precursor:	<input type="checkbox"/> Recognize direction of covariation <input type="checkbox"/> Recognize covariation
		Target:	<input type="checkbox"/> Describe the function rule from the list of ordered pairs given in a table <input type="checkbox"/> Describe the function rule from a given graph

Successor:	☑Recognize function
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Science

Major Claim	Earth's Systems		
Conceptual Area	ESS2.A	Earth Materials and Systems	
	EE.MS-ESS2-2	Explain how geoscience processes that occur daily (e.g., wind, rain, runoff) slowly change the surface of	
		Initial Precursor:	Identify differences in weather conditions from day to day
		Proximal Precursor:	Identify geoscience processes (e.g., wind, rain, runoff) that have an impact on
		Target:	Explain how geoscience processes that occur daily (e.g., wind, rain, runoff) slowly change the surface of Earth, while catastrophic events (e.g., earthquakes,
Major Claim	Earth's Systems		
Conceptual Area	ESS2.D	Weather and Climate	
	EE.MS-ESS2-6	Interpret basic weather information (e.g., radar, map) to make predictions about future conditions (e.g., precipitation, temperature, wind).	
		Initial Precursor:	Interpret basic weather information (e.g., radar, map) to identify weather conditions
		Proximal Precursor:	Interpret basic weather information (e.g., radar, map) to compare weather conditions (either over several days at the same location or different locations on the same day)
		Target:	Interpret basic weather information (e.g., radar, map) to make predictions about
Major Claim	Earth and Human Activity		
Conceptual Area	ESS3.C	Human Impacts on Earth Systems	
	EE.MS-ESS3-3	Develop a plan to monitor and minimize a human impact on the local environment (e.g., water, land, pollution).	
		Initial Precursor:	Recognize resources (e.g., food, water, shelter, air) in the local environment that
		Proximal Precursor:	Recognize ways in which humans impact the environment (e.g., agriculture,
		Target:	Develop a plan to monitor and minimize a human impact on the local

Physical Education

T: Apply skill techniques, scoring and safety practices in a modified activity setting
T: Describe the requirements for careers that can be pursued in outdoor pursuits and recreational activities
T: Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)
T: Analyze differences and similarities in dances from various cultures