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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  8th Grade ELA Curriculum Map – 1st Quarter | **Vocabulary** | **Resources** |
| **Reading - Literature** | **Key Ideas & Details** | RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **On-Going** | \* I can cite textual evidence to  support: - my analysis of what the text says explicitly - my inferences drawn from the text. | **textual evidence, analyze, inference, explicit, analysis, cite, explicitly,** |  |
| RL.8.2 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. | \* I can determine a theme or central idea of a text. \* I can analyze how a theme is developed as the story progresses. \* I can see the relationship between the theme and the characters, setting, and/or plot. \* I can write a summary of a text without adding my own personal opinions or thoughts (objective summary). | **theme, summary,  objective, central idea, objective opinion, characters, setting, plot elements, progresses, developed** |  |
| **Reading -Informational Text** | **Key Ideas & Details** | RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **On-Going** | \* I can cite textual evidence to  support: - my analysis of what the text says explicitly - my inferences drawn from the text. | textual evidence,  analyze, inference, explicit |  |
| **Writing** | **Text Types and Purposes** | W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | \* I can write arguments that  support my claims providing clear reasons and relevant evidence. \* I can clearly introduce my claim. \* I can set my claim apart (distinguish it) from other or opposing claims. \* I can organize my reasons and evidence logically. | debate, counterclaim, transition, argument, evidence, claim, credible source, distinguish, introduce |  |
| W.8.1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | \* I can support my claim (s)  with logical reasoning and relevant evidence. \* I can distinguish between credible and non-credible sources. \* I can choose credible sources to support my argument. \* My writing shows that I understand the topic or text. | debate, counterclaim, transition, argument, evidence, claim, credible source, non-credible source. Distinguish. |  |
| **Writing** | **Text Types and Purposes** | W.8.1 Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | \* I can use words or phrases to: - create cohesion - clarify relationships among claims, counterclaims, reasons, and evidence. | cohesion, clarify, claims,  counterclaims, reasons, evidence. |  |
| W.8.1 Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style. | \* I can write with a formal style  (vs. informal style). | formal style,  informal style |  |
| W.8.1 Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented. | \* I can write a concluding  statement or section that follows from and supports the argument presented. | concluding statement,  concluding section |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | \* I can write narratives to develop real or imagined experiences or events. \* I can engage and orient the  reader by: - establishing a context - establishing a point of view - introducing a narrator and/or characters - organizing my events so that they unfold naturally and logically. | narrative, plot structure,  context, point of view, narrator, characters, engage, orient |  |
| **Writing** | **Text Types and Purposes** | W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | \* I can use narrative techniques to develop experiences, events, and/or characters. (e.g., dialogue, pacing, and description)\ | narrative techniques,  dialogue, pacing, description |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | \*I can use a variety of transition  words, phrases, and clauses to: - convey sequence - signal shifts from one time frame or setting to another. | transition words,  transition phrases,  transistion clauses, convey sequence, signal shifts, time frame, setting |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | \* I can capture the action and  convey experience and events by: - using precise words and phrases - using relevant descriptive detail - using sensory language | capture the action,  covey experiences, precise, relevant, descriptive detail, sensory language |  |
| W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | \* I can provide a conclusion that follows from and reflects on the narrated experiences or events. | conclusion, reflects |  |
| **Writing** | **Production and Distribution of Writing** | W.8.4 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.) **On-Going** | \* I can produce clear and  coherent writing. \* My development, organization, and style are appropriate to task, purpose, and audience. | produce, coherent,  development, organization, style, appropriate, task, purpose, audience |  |
| W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.) **On-Going** | \*I can develop and strengthen  my writing by: - planning - revising - editing - rewriting - trying a new approach | develop,  writing process, planning, revising, editing, rewriting, revision strategy, purpose, audience |  |
| W.8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **On-Going** | Introduce the 2nd half of the 1st 9 weeks \* I can use technology to : - produce and publish writing. - link and cite sources - interact and collaborate with others | produce, publish, link,  sources, cite sources, citations, interact, collaborate |  |
| **Research to Build & Present Knowledge** | W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **On-Going** | Introduce the 1st half of the  1st 9 weeks \* I can conduct short research projects to answer a question. \* As I research, I can draw on several sources. \* As I research, I can generate additional related, focused questions for further research and investigation. | research, central question,  source |  |
| **Writing** | **Research to Build & Present Knowledge** | W.8.8 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. **On-Going** | \* I can gather relevant  information from multiple print and digital sources. \* I can use search terms effectively. \* I can assess the credibility and accuracy of each source. \* I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. \* I can follow a standard format for citation. | credibility,  search terms, plagiarism, paraphrase, citation. |  |
| W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). **On-Going** | \* I can draw evidence from literary or informational texts to support analysis, reflection, and research. \* I can apply reading strategies for literature to my wriitng (e.g., compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.") | textual evidence,  analysis, reflection, research |  |
| W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). **On-Going** | \* I can apply reading strategies for reading non-fiction to my writing. (e.g., Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.) | textual evidence,  analysis, reflection, research |  |
| **Writing** | **Research to Build & Present Knowledge** | W.8.10 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. **On-Going** | \* I can persevere and write over extended time frames including time for research, reflection, and revision. \* I can write over shorter time frames ( a single sitting or a day or two) for various discipline-specific tasks, purposes, and audiences. | persevere,  extended, research, reflection, revision, discipline-specific task, audience |  |
| **Speaking and Listening** | **Comprehension & Collaboration** | SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. 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. **On-Going** | \* I can participate effectively in collaborative discussions. \* I can come to discussions prepared by reading or researching the material we're studying, \* I can explicitly draw on my preparation by referring to evidence on the topic, text or issue. \* I can probe and reflect on the ideas under discussion. | collaborate, elaborate,  integrate, warranted, justify, explicitly, draw on, probe, reflect |  |
| SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **On-Going** | \* I can follow rules for collegial  discussions explained ahead of time. \* During discussions, I can: - make good decisions - track progress toward specific goals and deadlines - define individual roles as needed. | collefial discusions,  track progress |  |
| **Speaking and Listening** | **Comprehension & Collaboration** | SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. **On-Going** | \* I can pose questions that  connect the ideas of several speakers. \* I can respond to others' questions and comments with relevant evidence, observation, and ideas. | relevant evidence |  |
| SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **On-Going** | \* I can acknowlege new  information expressed by others. \* I can qualify or justify the view of others in light of the evidence presented. | acknowledge, qualify, justify |  |
| **Presentation of Knowledge & Ideas** | SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **On-Going** | \* I can present claims and  findings. \* I can emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. \* I can use appropriate eye contact, adequate volume, and clear pronunciation. | claims, findings,  emphasize, salient points, coherent, focused, relevant, sound, valid, appropriate, adequate |  |
| **Language** | **Conventions of Standard English** | L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use verbs in the active and passive voice. **On-Going** | \* I can demonstrate command of the English language by using correct grammar when I write or speak.  \* I can form and use verbs in the active and passive voice. | gerund, participle,  infinitive, active/passive voice, mood: indicative, imperative, interrogative, conditional & subjunctive |  |
| L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. **On-Going** | \* I can spell correctly. | ellipsis, dash |  |
| L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). **On-Going** | Mastery by the 3rd Quarter \* I can use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.) | active/passive voice, conditional mood, subjunctive mood |  |
| **Vocabulary Acquisition** | L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. **On-Going** | \* I can determine or clarify the meaning of unknow and multiple-meaning words or phrases. \* I can use context clues to  find the meaning of an unknown word or phrase. | infer, context clues,  affix, root, reference material |  |
| **Language** | **Vocabulary Acquisition** | L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **On-Going** | \* I can find the preliminary (denotative) determination of the meaning of a word or phrase. | infer, context clues,  affix, root, reference material, denotative meaning (preliminary determination of the meaning) |  |
| L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words to better understand each of the words.  **On-Going** | Mastery by the 3rd Quarter \*I can understand figurative language, word relationships, and nuances in word meanings. \* I can use the relationship between particular words to better understand each of the words. (e.g., synonyms, antonyms) | figure of speech,   literal language, word relationships, denotation, connotation, nuances, synonym, antonym |  |
| L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). **On-Going** | \* I am aware of the connotative  meanings of words with similar denotations (e.g., bull-headed, willful, firm, persistent, resolute). | figure of speech,   literal language, word relationships, denotation, connotation, nuances, synonym, antonym |  |
| L.8.6 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.  **On-Going** | \* I can acquire and accurately use grade-appropriate general academic vocabulary. \* I can acquire and accurately use domain-specific words and phrases. \* I can gather vocabulary knowledge by thinking about words or phrases important to comprehension or expression (as I read, listen, discuss). | general academic words,  domain-specific words |  |