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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  8th Grade ELA Curriculum Map – 2nd Quarter | **Vocabulary** | **Resources** |
| **Reading - Literature** | **Key Ideas & Details** | RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. On-Going | \* I can analyze how dialogue  or speciﬁc incidents reveal information about characters or move the plot forward. | dialogue, analyze |  |
| **Craft & Structure** | RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. On-Going | \* I can determine the ﬁgurative  and connotative meaning of words and phrases based on  how they are used in a text.   \* I can analyze the impact word choice on the meaning or tone of a text. | figurative language,  denotative meaning, analogy, literal language, connotative meaning, allusion |  |
| RL.8.6 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. | \* I can analyze how differences  in point of view create suspense or humor. | point of view,  dramatic irony, suspense |  |
| **Integration of Knowledge & Ideas** | RL.8.7 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. | \* I can analyze how a production of a text differs from the written text. \* I can evaluate the choices made by the director/actors. | compare, contrast,  analyze, evaluate |  |
| **Reading – Informational Text** | **Key Ideas & Details** | RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons. analogies, or categories). **On-Going** | \* I can analyze how a text  makes connections among individuals, ideas, and/or events. \* I can analyze how a text  makes distinctions between individuals, ideas, and/or events. | individual, event,  idea, connection, distinction |  |
| **Reading – Informational Text** | **Integration of Knowledge & Ideas** | RI.8.8 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.  **On-Going** | \* I can (delineate) trace and evaluate the  argument and claims in a text. \* I can assess whether an author’s reasoning is sound and whether he has enough evidence to support the claims one makes. \* I can recognize when an author uses irrelevant evidence. | delineate, claim,  relevant, argument fact, sufficient, credibility, opinion |  |
|  | **Text Types and Purposes** | W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **On-Going** | \* I can write an informative piece which examines a topic and convey ideas. \* I can introduce a topic clearly. \* I can organize ideas with appropriate structure and include: - formatting, - graphics - multimedia  when useful to aid comprehension. | organizational structures,  formatting structures, transitions, cohesion |  |
|  | W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **On-Going** | \* I can use well-chosen facts, deﬁnitions, details, and quotations, or other information and examples to develop the topic | organizational structures,  formatting structures, transitions, cohesion, develop |  |
| **Writing** | **Text Types and Purposes** | W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **On-Going** | \* I can use appropriate  transitions to create cohesion and clarify relationships. | organizational structures,  formatting structures, transitions, cohesion, clarify |  |
| W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **On-Going** | \* I can use precise language  and vocabulary to explain the topic. | organizational structures,  formatting structures, transitions, cohesion, precise language |  |
| W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style. **On-Going** | \* I can establish and maintain  a formal style. | formal style,  informal style |  |
| W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **On-Going** | \* I can provide a concluding  statement or section that supports the information presented. | concluding statement,  concluding section |  |
| **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. 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 |  |
| 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,  transition clauses, convey sequence, signal shifts, time frame, setting |  |
| **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. 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 |  |
| **Speaking and Listening** | **Presentation of Knowledge & Ideas** | SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **On-Going** | \* I can include multimedia  projects or visual displays when they will be helpful to clarify and emphasize information. | clarification, media  component, visual display |  |
| SL.8.6 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 on page 53 for specific expectations.) **On-Going** | \* I can adapt my speech to a  variety of tasks and contexts, and demonstrate a command of formal English when appropriate. | formal style,  informal style |  |
| **Language** | **Conventions of Standard English** | L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | \* I can form and use verbs in the  indicative, imperative, interrogative, conditional, and subjunctive mood. | gerund, participle,  infinitive, active/passive voice, mood: indicative, imperative, interrogative, conditional, subjunctive |  |
| L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb voice and mood.\* **On-Going** | \* I can recognize and correct  inappropriate shifts in verb voice and mood. | 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. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | \* I can use punctuation to  indicate a pause or a break. (e.g., comma, ellipsis, dash) | ellipsis, dash |  |
| L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use an ellipsis to indicate an omission. | \* I can use an ellipsis to indicate  an omission. | ellipsis, dash |  |
| **Language** | **Vocabulary Acquisition and Use** | 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). | \* I can use common Greek and Latin affixes and roots to ﬁgure out word meanings.   \* I can verify what I think a word means by looking it up. | infer, context clues,  affix, root, reference material |  |
| 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. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  **On-Going** | I can use both print and digital  reference materials  (e.g., dictionaries, glossaries, thesauruses) to determine pronunciation, meaning, or part of speech of a  word. | infer, context clues,  affix, root, reference material |  |
| L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context. **On-Going** | \* I can interpret ﬁgures of  speech (e.g. verbal irony, puns) in context, use the relationships between words to better understand each word’s meaning. | figure of speech,  literal language, word relationships, denotation, connotation |  |

**!!! Please remember that most ELA standards are on-going and revisit them as you teach!!!**