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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  8th Grade ELA Curriculum Map – 3rd Quarter | **Vocabulary** | **Resources** |
| **Reading - Literature** | **Key Ideas and Details** | 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 the theme of  a text. \*I can analyze the development of the theme throughout a text.   \* I can analyze the relationship of the theme to the characters, setting, and plot of a text.  \* I can give an objective summary of a text. | theme, summary,  objective, central idea, opinion |  |
| **Craft and Structure** | RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | \* I can compare and contrast the structure of two or more texts.  \* I can analyze how the form or structure of a text contributes to its meaning and style. | compare, contrast, text structure, infer |  |
| **Reading – Informational Text** | **Key Ideas and Details** | RI.8.2 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. | \*I can determine two or more  central ideas. \* I can analyze how the central ideas are developed over the course of the text, including how supporting ideas are used.  \* I can give an objective summary of the text. | central idea, supporting idea, summary, objective |  |
| **Craft and Structure** | RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | \* I can determine the ﬁgurative,  connotative, or technical meaning of words or phrases in a grade 8 text. \* I can analyze how the words the author chooses aﬀects the meaning or tone of the text. | figurative language,  literal language, denotative/ connotative/technical meaning, tone, mood, analogy, allusion |  |
| **Reading – Informational Text** | **Craft & Structure** | RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | \* I can analyze the structure of  a speciﬁc paragraph of text, telling how each sentence is  important in the development of the concept. | analyze, structure,  development, concept |  |
| RI.8.6 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. | \* I can determine the author’s  point of view in a text.  \* I can determine the author’s purpose for writing a text.  \* I can analyze how an author acknowledges/responds to conﬂicting viewpoints or evidence. | point of view, purpose, analyze |  |
| **Integration of Knowledge and Ideas** | RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | \* I can evaluate the advantages /disadvantages of using a particular medium to present  a speciﬁc topic. | medium, analyze, evaluate |  |
| RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | \* I can analyze a time when two  text present information about a topic that conﬂicts.  \* I can determine whether the problem is with facts or interpretation of the ideas. | point of view, compare, contrast, interpretation, evidence |  |
| **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. 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 |  |
| **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. 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 |  |
| 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 |  |
| **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. 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 |  |
| 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 |  |
| **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. 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 |  |
| 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 & Listening** | **Comprehension and Collaboration** | SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | \* I can analyze the purpose of  information expressed in diverse media and formats (visually, quantitatively, orally) and evaluate the motives (commercial, social, political) behind the presentation. | media, formats,  purpose, motive |  |
| **Speaking & Listening** | **Comprehension and Collaboration** | SL.5.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **On-Going** | \* I can identify a speaker’s  argument and speciﬁc claims.  \* I can evaluate the soundness of reasoning and relevance/sufficiency of evidence presented.  \* I can identify when irrelevant evidence is introduced. | argument, credibility,  claim, fact, opinion, relevant/irrelevant evidence, delineate |  |
| **Language** | **Conventions of Standard English** | L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | \* I can explain the function  of verbals. | gerund, participle,  infinitive, active/passive voice, mood: indicative, imperative, interrogative, conditional, subjunctive |  |

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